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ABSTRACT

This publication contains the questionnaires used by the U.S. Bureau of the Census to conduct the 1999-2000 Schools and Staffing Survey (SASS) and the Private School Universe Survey (PSS) for the National Center for Education Statistics. SASS is a mail survey of schools, teachers, principals, and school district administrators. The PSS is a data collection program designed primarily to develop a complete list of private schools in the United States. The SASS has five main components: (1) School District Survey (formerly the Teacher Demand and Shortage Survey); (2) Principal Survey; (3) School Survey; (4) Teacher Survey; and (5) Library Survey. There are public, private, Bureau of Indian Affairs, and charter school versions of all components except the School District Survey. These surveys are included in this collection, as well as the Teacher Listing Form used to collect the names and teaching assignments of all teachers employed at SASS schools. The PSS survey is also included. In all, the collection contains 18 surveys. (SLD)

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SASS & PSS

Questionnaires

1999–2000

SASS

PSS
Private School Universe Survey

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SASS and PSS Questionnaires 1999–2000

Introduction

This binder contains the questionnaires used by the U.S. Bureau of the Census to conduct the 1999–2000 Schools and Staffing Survey (SASS) and the Private School Universe Survey (PSS) for the National Center for Education Statistics. SASS is a mail survey of schools, school teachers, school principals, and school district administrators. PSS is a data collection program designed primarily to develop a complete list of private schools in the United States. A questionnaire is mailed to all private schools identified by private school organizations or state education agencies in order to establish their eligibility for inclusion in a directory. This directory is now available as an electronic searchable locator for data on schools open during the 1997–98 school year at http://nces.ed.gov/surveys/PSS. For both data collections, there is computer-assisted telephone interviewing (CATI) or personal interviewing to follow up those who do not return the questionnaire.

SASS has five main components: the School District Survey (formerly the Teacher Demand and Shortage Survey), Principal Survey (formerly the Administrator Survey), School Survey, Teacher Survey, and Library Media Center Survey. There are public, private, Bureau of Indian Affairs, and public charter school versions of all components except the School District Survey. This binder also contains the Teacher Listing Form (tab A) used to collect the names and teaching assignments of all teachers employed at the schools within the SASS sample. The listing operation allows a sample of teachers to be drawn in a statistically valid manner.

These questionnaires represent the fourth data collection cycle for SASS. SASS was first administered during the 1987–88 school year. The second SASS was administered during the 1990–91 school year. In the 1993–94 SASS, the fifth component of library media centers was added. Following the 1993–94 SASS, the survey was redesigned to address additional education reform content. Although much of the original content is still found in the 1999–2000 SASS, quite a few additional items were developed.

In the first SASS, there were two questionnaires for the Teacher Demand and Shortage Survey (now the School District Survey)—one for public school agencies (or Local Education Agencies, LEAs) and one for private schools. Starting in 1990–91, only one version of the Teacher Demand and Shortage/School District Survey has been used, and it is sent only to public school districts. In all subsequent data collection cycles of SASS, private, Indian, and now public charter schools received questions about school district hiring policies and demand for teachers in their version of the School Survey questionnaire.

In 1987–88, only one version of the School Administrator Survey existed. It was sent both to public school principals and to private school headmasters/headmistresses. The 1990–91 School Administrator Survey used three questionnaires—for public schools, private schools, and Indian schools. The 1993–94 survey, now called the School Principal Survey, also used three separate questionnaires. In the 1999–2000 SASS, adding the fourth type of school, public charter schools, required a customized version.

The School Survey has always used separate questionnaires for public and private schools, as has the School Teacher Survey. In 1993–94, separate questionnaires for Bureau of Indian Affairs schools were used for the School Survey, the School Teacher Survey, and the Library Survey, as well as the School Principal Survey. All of these surveys (except the Library Media Center Survey) use a separate questionnaire in the 1999–2000 SASS for the public charter schools.

Selected items from the public school version of the Library Media Center Survey were added in to the Public Charter School questionnaire.

For further information about the Schools and Staffing Survey or the Private School Universe Survey, please view our websites at:

http://nces.ed.gov/surveys/sass

http://nces.ed.gov/surveys/pss

Any comments or questions about the Schools and Staffing Survey or the Private School Universe Survey can be sent to this e-mail address: sassdata@ed.gov.

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SCHOOLS AND STAFFING SURVEY

The Schools and Staffing Survey (SASS) is the nation's largest sample survey of the characteristics and conditions of America's public and private schools and the teachers and principals who work in them. Conducted by the National Center for Education Statistics, SASS offers a source of data for policymakers, educators, education researchers, and the general public.

SASS has four unique features:

- SASS is representative of K–12 teachers, principals, schools, and school districts at the state and national levels
- SASS provides detailed data on both the public and private sectors—state reliable data on public schools and affiliation-reliable data on private schools
- SASS collects data from every charter school in the United States and every school operated by the Bureau of Indian Affairs (BIA); it also oversamples schools that have an American Indian student enrollment of over 20 percent
- SASS licensed users can analyze data across various components of SASS—using NCES restricted data, they can link teachers and principals to their schools, and schools to their school districts

The next administration of SASS is in the 1999–2000 school year. Nearly 124,000 SASS questionnaires will be mailed to collect information on teachers, principals and school heads, schools, school districts, and school library media centers. In this administration, SASS will collect information on a number of new topics crucial to education reform. At the same time, SASS will retain or expand many of the topics covered in previous administrations, maintaining SASS' capability for trend analysis.

New coverage includes:

- school and district performance reports-content, uses, rewards and sanctions for performance
- computers-number, uses, access to the Internet, availability of computer support
- instructional practices of math teachers in grades 8 through 12
- standards for home schooled students
- charter schools
- migrant student enrollment and services

Examples of retained or expanded coverage include:

- teacher and principal demographics
- teacher training, experience, certification, assignment, salary
- newly hired teachers
- teacher migration and attrition
- professional development
- parent involvement
- school safety
- school programs and services

Results from SASS

NCES issues descriptive reports, analytic reports, technical reports, and issue briefs based on data from the Schools and Staffing Survey. They are listed at the back of this document, along with ordering information. Information on SASS, including instructions for viewing or downloading publications, is also available on the World Wide Web at http://nces.ed.gov/surveys/sass.html. The SASS team may also be contacted directly by e-mail at sassdata@ed.gov.

SASS Informs Planning and Policy

NCES initiated SASS in the mid-1980s to give the nation an integrated set of survey data about the characteristics of teachers and administrators and general conditions in America's public and private schools. The need for such data was acute. Dropping enrollments in teacher education institutions, coupled with climbing student enrollments, begged the question, "How many teachers do we need and where will they come from?" Policymakers, educators, and researchers needed to know about the teacher labor market, sources of new teachers, and the conditions under which

teachers would choose to enter, remain, or leave teaching. Teacher quality was another concern.

SASS responded to those data needs. Specifically, it (1) measured critical aspects of teacher supply and demand, (2) profiled the qualifications and working conditions of teachers and administrators, and (3) described basic conditions in schools as workplaces and learning environments. These data eventually helped shift the policy debate from teacher quantity—the numbers of vacant teaching positions—to teacher quality—the qualifications of teachers who were hired and retained.

SASS has been administered three times. After the first SASS data collection in the 1987–88 school year, data were collected again in 1990–91 and in 1993–94.

One year after each data collection, the Teacher Followup Survey measures factors related to teacher attrition and mobility. The next administration of SASS is scheduled for school year 1999–2000. The U.S. Census Bureau is the data collection agent for SASS.

Congress, federal agencies, state education departments, public and private school associations, and education research organizations use SASS data to inform their planning activities and policy decisions. They also include SASS statistics in their reports and publications. SASS state data are a major source of information that allows state officials to compare SASS findings in their state with findings from other states. In addition, SASS publications, CD ROMs, and online data are a resource for researchers conducting their own studies on schools, school districts, teachers, and principals.

REDESIGNING SASS FOR 1999–2000

The six years between the last administration of SASS in 1993–94 and its next administration in 1999–2000 have provided the opportunity to reconsider the content and purposes of SASS. The new version of SASS shifts emphasis from teacher supply and demand issues to the measurement of teacher and school capacity, both objectives of recent school reform agenda.

To measure teacher capacity, the redesigned SASS examines teacher qualifications, teacher career paths (including induction experience), professional development, and classroom instructional practices. To measure school capacity, SASS concentrates on school organization and decision-making, curriculum and instruction, parental involvement, school safety and discipline, and school resources.

SASS Redesign Engaged Education Research and Policy Communities

The redesign of SASS engaged many segments of the education research and policy community. In late 1995, NCES commissioned experts from academia, the research community, and specialists in technology, teacher education, and state and local data collection to examine SASS and propose changes in the survey's content and methods. Their comments and recommendations are synthesized in *The Schools and Staffing Survey: Recommendations for the Future* **(NCES 97–596)**.

In addition, NCES convened expert panels composed of researchers, policy analysts, and other individuals who were involved in school reform. Separate panels explored how SASS can contribute to better understanding teacher supply and demand, and school reform. They reviewed the research on these issues and identified common themes or issues that suggested revisions of SASS content.

A SASS Technical Review Panel met regularly for several years to discuss the recommendations proposed by other groups. They provided a broad evaluation of the plans for the content, design, analysis, and reporting of SASS data. Panel members delved into topics such as the relationship between SASS and state data from the National Assessment of Educational Progress (NAEP), the selection of SASS field test items, trend data that should be maintained over time, the design of SASS as a state-reliable public school data set, and the design of the sample and reporting of private school data. The Technical Review Panel continues to meet regularly during the implementation of the 1999–2000 SASS.

NCES' advisory panel, the Advisory Council on Educational Statistics (ACES), also reviewed these and similar issues in preparation for a refocused SASS in 1999–2000.

Discussions Prompt New Themes

Discussions with these groups produced several common themes for the 1999–2000 SASS. First, SASS' content still highlights issues pertaining to teacher qualifications and career paths, but now emphasizes professional development as well. This addition builds upon prior evidence that suggests that schools and school districts may reconcile imbalances in teacher supply and demand by adjusting teacher quality *(Teacher Supply in the U.S.: Sources of Newly Hired Teachers in Public and Private Schools, 1988–91,*

NCES 95–348; *Teacher Supply, Teacher Qualifications, and Teacher Turnover, Aspects of Teacher Supply and Demand in the U.S., 1990–91*, **NCES 95–744**).

To this end, SASS:

- measures teacher hiring, practice teaching assignments, and class size
- tracks routes into teaching and the qualifications of those who enter the profession, including those individuals who come from other careers and through alternative certification programs
- collects data on formal professional development activities as well as less formal aspects of professional development such as teacher engagement in collaborative planning, peer coaching, teacher initiated research and school problem solving, and mentoring new teachers
- highlights data in several important aspects of instructional practice, including use of time, instructional methods of mathematics teachers in grades 8–12, use of materials including technology, assessment, and teacher knowledge and use of curriculum and performance standards to guide instruction

Second, the content of SASS now emphasizes measurement of conditions and practices related to school reform. Items in SASS:

- examine the structures and processes of school organization, management, and decision making, which include the degree of authority and autonomy that teachers experience, and the influence of administrators, staff, teachers, and school site councils (or other decisionmaking bodies) on school policy and practice
- investigate the adoption of academic standards, the instructional practices of mathematics teachers, and the instructional supports available for special populations of students
- measure school practices that encourage and support parental involvement in schools and build parenting skills related to education
- gather principal and teacher views of school safety and discipline problems, and the measures schools take to prevent and remediate them

COMPONENTS OF THE 1999–2000 SASS

The 1999–2000 SASS consists of five core components: the School District Questionnaire (formerly titled the Teacher Demand and Shortage Questionnaire for Public School Districts), the School Principal Questionnaire, the School Questionnaire, the School Teacher Questionnaire, and the School Library Media Center Questionnaire. Each of these questionnaires is sent to a sample of public schools, private schools, charter schools, and BIA schools.

1999–2000 SASS Content Framework

TEACHER CAPACITY

Characteristics of teachers
- Demographic information
- Teaching assignment
- Grade(s) taught
- Salary/benefits

Teacher qualifications
- Academic degree(s)
- Teaching experience
- Certification
- Professional development
- Instructional practices (mathematics teachers)

Early teaching experience
- Adequacy of pre-service preparation
- Preparation for handling classroom situations
- Participation in teacher induction program
- First-year assignment
- Mentoring received

Teacher attitudes and perceptions
- Job satisfaction
- Level of support
- Influence in school matters
- School safety
- School behavior

SCHOOL CAPACITY

Characteristics of schools
- Enrollment
- Staffing
- Grade levels
- Racial-ethnic composition of student body and teaching staff
- Class/student organization

Programs offered
- Limited English Proficiency
- Special education
- Migrant education
- Gifted and talented
- Advanced placement
- International Baccalaureate
- Specialized tech-prep
- Extended day
- Drug, alcohol, and/or tobacco use prevention

Availability of services
- Free or reduced price lunch
- Medical
- Title I

Teaching vacancies
- Methods for covering vacancies
- Difficulty of filling vacancies

Technologies
- Number of computers
- Computer support personnel
- Access to Internet

School leadership
- Demographic information
- Academic preparation
- Experience
- Professional development
- Attitudes and perceptions

Parental involvement
- Facilitation of parent involvement

School climate issues
- Safety
- Student behavior

School and student performance
- Use of performance reports

DISTRICT CAPACITY

Characteristics of districts
- Enrollment
- Number of teachers
- Racial-ethnic composition of students and teachers
- Teacher salary schedules

Recruiting and hiring teachers
- Recruiting criteria

Programs offered
- Choice
- Magnet
- Home schooling
- Migrant education

Professional development
- Existence of program for aspiring administrators
- Professional development programs for teachers

School and student performance reports
- Information included
- Use of reports

School District Questionnaire

The School District Questionnaire consists of items about student enrollments, number of teachers, teacher recruitment and hiring practices, teacher dismissals, existence of a teacher union, length of the contract year, teacher salary schedules, school choice, magnet programs, graduation requirements, and professional development for teachers and administrators.

The 1999–2000 SASS School District Questionnaire has added new items on:

- the percentage of payroll dedicated to school staff benefits
- oversight of home-schooled students and charter schools
- use of school performance reports
- migrant education
- procedures for recruiting and dismissing teachers

Some items that appeared previously in SASS have been dropped, such as layoff data and counts of students by grade level.

The School District Questionnaire is mailed only to public school districts. Comparable questions for BIA, charter schools, and private schools appear on those schools' questionnaires.

School Principal Questionnaire

The School Principal Questionnaire collects information about principal/school head demographic characteristics, training, experience, salary, and judgments about the seriousness of school problems. The 1999–2000 School Principal Questionnaire also covers new data on:

- principals'/school heads' frequency of engaging in various school and school-related activities
- perceived degree of influence of principals and other groups (state, local, school, and parents) in setting performance standards for students
- barriers (e.g., personnel policies, inadequate documentation, lack of support, stress) to dismissing poor or incompetent teachers
- rewards or sanctions for success or failure to meet district or state performance goals
- means for assessing progress on school improvement plan

The 1999–2000 School Principal Questionnaire appears in four versions: one for principals or heads of public schools, one for heads of private schools, one for heads of charter schools, and one for heads of BIA schools. The four versions contain only minor differences in phrasing to reflect differences in governing bodies and position titles in the schools.

SASS School Questionnaire

The SASS School Questionnaire is sent to public schools, private schools, and BIA schools. Charter schools receive the Charter School Questionnaire (see below). Items cover grades offered, number of students enrolled, staffing patterns, teaching vacancies, high school graduation rates, programs and services offered, and college application rates.

The 1999–2000 version for public, private, and BIA schools incorporates new items on:

- computers-number, access to the Internet, and whether there is a computer coordinator in the school
- availability of certain types of curricular options
- how special education students' needs are met
- changes in the school year or weekly schedule
- the enrollment capacity of schools
- whether schools have programs for disruptive students

Charter School Questionnaire

As a continuation of a national study of charter schools, NCES is adding a new SASS component on charter schools. All charter schools in operation as of 1998–99 will be surveyed. For the first time, there will be comparable data on public, private, BIA, and charter schools. A number of questions that only apply to charter schools will be asked, including:

- when the charter was granted, and by whom
- what types of regulations were waived, and their importance
- whether the school is new or was converted from a pre-existing school
- whether the school operates within school district or not

A small number of school library media center items have also been incorporated into the charter school questionnaire, such as:

- whether the school has a library media center
- number of school library media center staff
- number of students who used the library media center in the past week

Charter schools that operate on their own will be asked some of the district items, such as school hiring practices and graduation requirements.

SASS Teacher Questionnaire

The SASS Teacher Questionnaire collects data from teachers about their education and training, teaching assignment, certification, workload, and perceptions and attitudes about teaching. The 1999–2000 SASS Teacher Questionnaire expands data collection on teacher preparation, induction, organization of classes, and professional development. It also collects data on two new topics:

- use of computers
- instructional practices of mathematics teachers in grades 8 through 12

The Teacher Questionnaire is sent out in four versions-to teachers in public schools, private schools, charter schools, and BIA schools. The four versions, however, are virtually identical, except that charter school teachers who worked in the school prior to its becoming a charter school are asked if they supported the conversion.

School Library Media Center Questionnaire

The School Library Media Center Questionnaire asks public, private, and BIA schools about their access to and use of new information technologies. The questionnaire collects data on:

- library collections
- media equipment
- use of technology
- staffing
- student services
- expenditures
- currency of the library collection
- collaboration between the library media specialist and classroom teachers

Schools may respond to the School Library Media Center Questionnaire in the usual paper and pencil mode or by using a Web-based survey form on the Internet.

Private School Survey

In 1999–2000, data collection for the private school component of SASS will coincide with the administration of NCES' Private School Survey (PSS). PSS is not a component of SASS. It is a separate survey administered to all of the nation's private schools every two years, and as such is the sampling frame for other NCES surveys of private schools.

The Private School Survey collects data on private school enrollments and student, staff, and school characteristics. Other questions ask about:

- admissions procedures
- special emphasis
- accreditation and assessment
- programs and services
- parent participation
- hiring practices and salaries
- professional development

Since both PSS and SASS will be administered in 1999–2000, in an effort to reduce respondent burden, the private schools in the SASS sample will not be sent a PSS questionnaire. Instead, the SASS Private School Questionnaire will contain the PSS items.

Teacher Followup Survey

The Teacher Followup Survey (TFS) is sent the year following SASS to a sample of teachers in the SASS Teacher Survey. The next administration of TFS is scheduled for school year 2000–2001. The survey adds to understanding teachers' decisions to either stay in the profession or leave by measuring teacher retention, mobility, and attrition from the profession at the national level in both public and private schools. TFS identifies those who remained in the same schools, those who moved to other schools, and those who left teaching. There are two separate questionnaires. The questionnaire for teachers still in the profession asks about:

- current teaching assignments
- reasons for staying in teaching

- expected duration in teaching
- plans for further education
- attitudes about teaching
- demographic characteristics

The questionnaire for former teachers asks respondents about their:

- present occupation or activity
- educational plans
- reasons for leaving teaching
- intent to return to teaching
- attitudes about teaching
- demographic characteristics

TFS data are linked to the SASS data to help understand relationships between local districts and school policies and practices, teacher characteristics, and teacher attrition and retention.

THE 1999–2000 SASS SAMPLE

SASS provides estimates for public school districts, schools, principals, and teachers at both the national and state levels. Private schools are selected to be representative at the national and association levels. The survey includes all charter schools and BIA schools.

SASS uses a stratified probability sample design. This design entails selecting schools in the SASS sample first, and then surveying principals within schools, as well as a sample of teachers. In the public school sample, the district associated with each sample school receives a School District Questionnaire.

The 1997–98 Common Core of Data (CCD) serves as the 1999–2000 SASS frame for the public school sample. NCES collects these data annually from all state education agencies. This frame includes regular public schools, Department of Defense operated military base schools, and special purpose schools such as special education, vocational, and alternative schools. Schools outside of the United States and schools that only teach prekindergarten, kindergarten, or postsecondary students are deleted from the file. All library media centers in schools in the SASS sample are asked to complete the School Library Media Center Questionnaire.

The charter school frame consists of a list of charter schools developed for the Office of Educational Research and Improvement. This list contains all charter schools under state supervision that were in existence during the 1998–99 school year. The list is updated annually. All charter schools are included in the SASS sample.

The Indian School frame consists of a list of elementary, secondary, and combined K–12 schools that the BIA operated or funded during the 1997–98 school year. The list was obtained from the U.S. Department of the Interior. All BIA schools are included in the SASS sample.

The sample frame for the SASS Teacher Questionnaire consists of lists of teachers submitted by schools in the SASS sample. The Teacher Listing Form is mailed at the beginning of the school year to all public, private, charter, and BIA schools in the SASS sample to obtain a complete list of all the teachers employed at each school. The form includes space for schools to indicate the race/ethnicity of each teacher, whether the teacher is "new" (less than three years of experience), whether the teacher is bilingual and/or teaching English as a Second Language, the teacher's assignment (subject matter and/or grade level), and whether the teacher is full or part time.

The sampling frame for private schools is the 1997–1998 Private School Survey (PSS), updated with 26 lists of private schools provided by private school associations, as well as 51 lists of private schools from the 50 states and the District of Columbia. This frame consists of a list and area component, where the area component measures schools not on the list component.

Approximate sample size for the 1999–2000 SASS					
	Teachers	Principals/ heads	Schools	School districts	School library media centers
Public schools	57,000	9,800	9,800	5,500	9,800
Private schools	12,000	3,400	3,400	—	3,400
Charter schools	5,000	1,100	1,100	200	—
BIA schools	1,000	200	200	—	200
SASS total	75,000	14,500	14,500	5,700	13,400

SASS Data Collection Schedule

In late August 1999, NCES is asking schools in the sample to submit a list of their teachers. In November 1999, a sample of teachers from these lists will begin to receive the SASS Teacher Questionnaire. Teachers who do not respond to the questionnaire will be contacted by telephone in January through May 2000.

SASS data collection from school districts, schools, principals, and school library media centers begins by mail in September 1999. School library media center respondents also have the option of responding on the Internet. Field staff will begin making follow-up telephone calls to non-respondents in November 1999. Data collection is scheduled to end in May 2000.

SASS schedule			
Form/questionnaire (Q)	Initial mailout	Begin followup	Complete collection
Teacher Listing Form	August 1999	October 1999	December 1999
School District	September 1999	January 2000	May 2000
Principal	September 1999	November 1999	April 2000
School	September 1999	January 2000	April 2000
Teacher	November 1999	January 2000	May 2000
School Library Media Center	September 1999	November 1999	April 2000

SASS OPERATIONAL PROCEDURES

SASS questionnaires are mailed to respondents with instructions that they complete them and mail them back to the U.S. Census Bureau. All sample cases are sent a reminder card one week after the initial mailout. Nonrespondents receive a second mailout and then followup telephone calls during which the questionnaires are administered using computer-assisted telephone technology. If a respondent still does not reply to a questionnaire, a Census Bureau field representative will make a telephone call and attempt to complete a paper questionnaire by telephone. In some instances, if a respondent requests a personal visit, a Census Bureau field representative will make that visit to complete the interview.

Edits and Imputation

The U.S. Census Bureau receives the completed questionnaires. Each questionnaire is coded according to its status for example, whether the questionnaire contains a completed interview, a respondent refused to complete it, a school district merged with another district, or a school closed. The next step is to make a preliminary determination of each case's interview status, i.e., whether it is an interview, a noninterview, or if the respondent was out-of-scope (for example, if a respondent was in the wrong category). A computer preedit program generates a list of cases where problems occurred as defined by edit specifications, depending on each survey. After preedit corrections are made, each file is subjected to another computer edit. This operation consists of a range check, a consistency edit, and a blanking edit.

After the completion of the range check, consistency edit, and blanking edit, the records are put through another edit. This edit makes a final determination of whether the case is eligible for the survey and, if so, whether there are sufficient data for the case to be classified as an interview. A final interview status recode value is assigned to each case as a result of the edit.

SASS uses four methods to impute values for questionnaire items that respondents did not answer.

These are: (1) using data from other items on the questionnaire, (2) extracting data from a related component of SASS, (3) extracting data from the sample file (PSS or CCD), and (4) extracting data from the record for a sample case with similar characteristics (commonly known as the "hot deck" method for imputing item response).

Sample Unit Weighting

Sample units are weighted to produce national and state estimates for public, charter, and BIA schools, teachers, administrators, LEAs (public only), and school library media centers. The private sector is weighted to produce national and affiliation group estimates.

Unweighted, weighted, and weighted overall SASS questionnaire response rates, 1993–94

Unweighted response rates are defined as the number of in-scope responding questionnaires divided by the number of in-scope sample cases. Weighted response rates are defined the same way, using the base weight (inverse of the probability of selection) of the record. For teachers and students, weighted overall response rates are different than weighted response rates because two sampling stages were involved. For all other components, only one sampling stage was involved; therefore, for these other components, the weighted overall response rate and the weighted response rate are the same.

Component	Sample size	Unweighted response rate	Weighted response rate	Weighted overall response rate
Public				
TDS*	5,363	93.1	93.9	93.9
Administrator	9,415	96.6	96.6	96.6
School	9,532	92.0	92.3	92.3
Teacher	53,003	89.9	88.2	83.8
Library	4,655	91.1	90.1	90.1
Librarian**	4,175	93.5	92.3	92.3
Student***	5,577	90.2	91.3	80.3
Private				
Administrator	3,038	90.3	87.6	87.6
School	3,074	84.1	83.2	83.2
Teacher	10,386	80.6	80.2	73.0
Library	2,067	77.8	70.7	70.1
Librarian	1,356	83.9	76.5	76.5
Student	1,371	87.6	88.1	69.6

* Teacher Demand and Shortage Questionnaire for Public Districts (LEAs).
** The Librarian Survey, conducted in 1993–94, is not planned for the 1999–2000 SASS.
*** The Student Administrative Record Survey, conducted in 1993–94, is not planned for the 1999–2000 SASS.

CONFIDENTIALITY AND SASS DATA PRODUCTS

The National Center for Education Statistics releases SASS data in accordance with the General Education Provisions of the General Education Provisions Act (GEPA) (20–USC 1221 e–1) and the Carl D. Perkins Vocational Education Act. Under Public Law 100–297, NCES must protect the confidentiality of individual respondents. The law specifically prohibits record matching or deductive disclosure by any user. Accordingly, NCES releases data for statistical purposes only.

NCES makes every effort to provide maximum research information to the public consistent with reasonable confidentiality protections. To ensure that it fully implements the confidentiality provisions contained in PL 100–297, NCES follows specific procedures to avoid disclosure in preparing public-use microdata for release.

Public-Use Data

SASS data are available in an abridged form to researchers and the general public. The steps taken in the 1993–94 SASS to preclude identifying individuals in SASS illustrate what is likely in the 1999–2000

SASS. In the 1993–94 SASS, NCES removed all state identifiers and stratum codes in the public use data to prevent disclosing the identities of individual administrators and teachers. Individual data such as salaries were placed into categories and aggregated to the level of geographic regions. To further protect the identity of respondents, school district data in the public-use file could not be merged with other components of the survey. However, to facilitate use of information on district policies, policy data appeared on the school file. Detailed affiliation codes for private schools were collapsed into three categories: Catholic, Other Religious, and Non-sectarian. On the Administrator and Teacher files, income, age, and college or university attended were coded into categories. SASS public-use microdata on the three administrations of SASS are available on CD-ROM **(NCES 97–453)**.

CD ROMs are available by calling the NCES National Education Data Resource Center (NEDRC at 703–845–3151, faxing a request to 703–820–7465, or using the NEDRC Internet address, http://nedrc@inet.ed.gov, or by telephoning 877–4ED–PUBS.

Restricted-Use Data

Unlike public-use data, restricted-use data permit linkage across the SASS components, enriching potential analyses. Researchers who wish to use restricted-use data sets must obtain a license. Requests for licensing should be sent to:

NCES Data Security Office
Statistical Standards Program
NCES/OERI
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208
202–219–2199

The Data Security Office will provide researchers with the *NCES Restricted-Use Data Procedures Manual*, which describes the procedures to apply for a license.

SASS RESEARCH AND EVALUATION

NCES staff work with staff from the Census Bureau and with researchers in the private sector and in the academic community to improve data collection methods and procedures for future administrations of SASS. These collaborations have produced a number of research studies, the results of which often appear in NCES working papers. Instructions for ordering working papers can be found at the SASS website at http://nces.ed.gov/surveys/sass.html. (Some working papers are on-line and available for viewing and downloading. Others are being prepared for viewing and downloading.)

SASS research and development studies fall into several categories: (1) Planning and Development, (2) Sampling Frame, (3) Questionnaire Design, (4) Data Collection, (5) Nonresponse, (6) Reinterview, (7) Estimation, (8) Periodicity, and (9) Customer Surveys.

Planning and Development

SASS Redesign Project. This project evaluated the role of SASS in NCES' elementary and secondary school data collection programs and began to plan for the 1999–2000 administration of the survey. Discussion papers provided direction for planning a set of recommendations to improve SASS design and content. The discussion papers and recommendations appear in *The Schools and Staffing Survey: Recommendations for the Future* **(NCES 97–596)**.

Teacher Instructional Practices. This project advanced methods of surveying teachers to capture information about classroom instruction. A small sample of secondary mathematics teachers completed "SASS-like" questionnaires on their instructional practices. These data were compared with more detailed information collected by examining teacher logs and observing classrooms. The questionnaires were modified and retested, resulting in a module of questions on the instructional practices of mathematics teachers in grades 8–12 for the 1999–2000 SASS. The results of the study are available in *Measuring Classroom Instructional Processes: Using Survey and Case Study Field Test Results to Improve Item Construction* **(WP 1999–08)**.

School-Level Finance Questionnaires. This project developed questionnaire strategies for obtaining finance data from both public and private schools. With information from focus groups and expert panels, NCES designed and tested modules of questions about school-level expenditures. The results inform NCES decisions about the feasibility of collecting public and private school-level expenditure data. Private school information appears in *Estimates of Expenditures for Private K–12 Schools* **(WP 95–17)**, *Strategies for Collecting Finance Data from Private Schools* **(WP 96–16)**, and *Collection of Private School Finance Data: Development of a Questionnaire* **(WP 97–22)**. Public school information appears in *Collection of Public School Expenditure Data: Development of a Questionnaire* **(WP 98–01)**. Further refinements of both

the public and private finance data collection instruments are available in *Collection of Resource and Expenditure Data on the Schools and Staffing Survey* **(WP 1999–07)**. A feasibility study is being conducted on a sample of public and private schools in the spring of 1999.

Measuring Staff Resources at the School Level. Spending on school-level personnel accounts for more than 85 percent of school expenditures. NCES investigated a methodology for collecting data on patterns of resource allocation in schools. The methodology involved collecting detailed data on part-time and special education teachers, adding items on staff benefit rates, and expanding other items. This work is described in *Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey* **(WP 97–42)** and *Collection of Resource and Expenditure Data on the Schools and Staffing Survey* **(WP 1999–07)**. The latter paper also contains a discussion of linking the analysis of staff resources and expenditure data.

Feasibility of Conducting a Longitudinal Survey of Schools. This study reviewed the substantive advantages, disadvantages, and the technical feasibility of using SASS to conduct longitudinal analyses of school organization. The 30 percent respondent overlap of schools between the administrations of SASS provided the basis for studying weighting issues and analysis approaches. The results are available in *A Feasibility Study of Longitudinal Design for Schools and Staffing Survey* **(WP 98–16)**.

Teacher Professional Development: Assessing and Developing Questionnaire Items for SASS. This project reviewed measures of teachers' professional development in national surveys and identified the data needs of the Office of Educational Research and Improvement (OERI), NCES, the National Goals Panel, as well as OERI's research institutes and regional educational laboratories, resulting in recommendations for data collection and reporting on professional development. The results are detailed *in Measures of Inservice Professional Development: Suggested Items for the 1998–99 SASS* **(WP 96–25)**, *Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection* **(WP 96–28)**, and *International Comparisons of Inservice Professional Development* **(WP 97–11)**.

Linking State Assessments with Data from the SASS. Many analysts believe that adding student outcome data, along with data on teachers, school programs, services, and climates will enhance the value of data from SASS. Because most states participate in State NAEP, NAEP can be used to construct a common metric for state assessments that, while not supporting between state comparisons, will facilitate important policy studies. To address questions of power, accuracy, and generalizability, a pilot study merged school-level state assessment data with the data from the 1993–94 SASS. The results address the feasibility and usefulness of this strategy to enhance the SASS. They are reported in *Development of a SASS 1993–94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study* **(WP 97–44)**. A further analysis of the merged data that models the relationship between a variety of SASS school-level responses and average student assessment scores at the school level can be found in the research and development report, *School-level Correlates of Academic Achievement: Student Assessment Scores in SASS Public Schools* **(NCES 1999–338)**.

Sampling Frame

PSS Frame Updating Matching System Improvement. The 1995 PSS list frame matching operation incorporated some automation features (e.g., computer matching files, string searching to identify possible matches) that improve its timing, cost, and accuracy. This project investigated other improvements that could be made to this matching system (e.g., matching more files by computer, using other matching systems available at the Census Bureau, having the computer make more of the matching decisions), implementing these improvements, and testing the performance of the improved matching system.

Evaluating Coverage of the Common Core of Data and Private School Survey Sampling Frames. This study evaluates coverage of three sampling frames used by NCES—the Common Core of Data (CCD), Quality Education Data (QED), and the Private School Study (PSS)—with respect to the NAEP sample. The first part of the study evaluates private school coverage between QED and PSS. The second part measures changes in CCD, QED, and PSS frame variables from the reference period of the respective sampling frames to the reference period of the NAEP data collection—approximately a 2-year period. Results will be available in the winter of 2000.

Evaluating Private School List Building. NCES develops its private school list by obtaining lists from private school associations, state departments of education, and other sources. This project evaluates the impact of the sources of private school lists on the development of the private school frame. The results are reported in *Improving the* Coverage *of Private Elementary-Secondary Schools* **(WP 96–26)** and *Selected Papers on the Schools and Staffing Survey: Papers Presented at the 1997 Meeting of the American Statistical Association* **(WP 97–41)**.

Questionnaire Design

Cognitive Research on the Teacher Listing Form. SASS derives its sample frame for selecting its teacher sample from the teacher listing form data collection operation. This research addressed some of the data problems encountered in the teacher listing form during the 1993–94 data collection cycle and recommended changes to the question wording and format of the Teacher List Form. The results are available in *The Results of the 1993 Teacher List Validation Study* **(WP 95–09)**, *Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey* **(WP 96–05)**, and *Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form* **(WP 97–23)**.

Cognitive Research on the SASS Teacher Questionnaire. The Center for Survey Methods Research of the U.S. Bureau of the Census evaluated selected questions on the 1993–94 SASS Teacher Questionnaire about teacher experience, training, workload, and attitudes. Teachers were interviewed from both public and private schools. This work is described in *Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993–94 School Year* **(WP 97–10)**.

Cognitive Research on Reporting Association Membership in the Private School Survey. The Cognitive Studies Group of the U.S. Bureau of Labor Statistics evaluated PSS items to determine private school religious orientation and affiliation, and association membership. The study resulted in the modification and reformatting of existing items. The results are reported in *Selected Papers on the Schools and Staffing Survey: Papers Presented at the 1997 Meeting of the American Statistical Association* **(WP 97–41)**.

Data Collection

Improving Mail Response. The data collection procedures used for SASS, TFS, and PSS involve an initial mail component, with several mailings and reminders, and then a telephone follow-up of mail nonresponses. Improving mail response rates will reduce the surveys' overall costs. This study reviewed improvements made to other mail data collections (e.g., the Decennial Census) to identify techniques useful for SASS, TFS, and PSS. Its results are described in *Improving the Mail Return Rates of SASS Surveys: A Review of the Literature* **(WP 97–18)**.

Public School Teacher Computer Assisted Telephone Interview (CATI). SASS has traditionally used a decentralized telephone followup for nonresponding teachers. During the 1993–94 SASS, the teacher survey split nonrespondents into a sample designated for traditional telephone follow-up and a sample for CATI follow-up. The project analyzed differences between the CATI and traditional telephone follow-up by selected teacher characteristics. The findings appear in *Selected Papers on the Schools and Staffing Survey: Papers Presented at the 1997 Meeting of the American Statistical Association* **(WP 97–41)**.

The Accuracy of Teachers' Self-Reports on Their Postsecondary Education. The purpose of this study was to determine the best method for obtaining information on teachers' academic backgrounds. SASS staff collected transcripts for a subsample of the 1990–91 SASS and compared teachers' self-reports of degrees earned and courses taken on the SASS questionnaire with information provided on transcripts. Teacher willingness to participate in the transcript study, the degree of consistency between self-reported and transcript data, and the advantages and disadvantages of each approach are discussed in *The Accuracy of Teachers' Self-Reports on Their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey* **(WP 94–04)**.

Nonresponse

1990–91 Nonresponse Study. Nonresponse studies measure the success of the sampling scheme, help explain the characteristics of nonrespondents, help assess nonresponse compensation procedures, control and adjust survey estimates for bias, and help improve survey operations. The 1990–91 SASS Nonresponse Study examined factors related to nonresponding schools, districts, teachers, and principals. These factors are limited to data available for all sampled cases, such

as the school or district enrollment size, the geographic locale of the school, the state in which the unit was located or the type of private school, and so forth. The research is reported in *Selected Papers Presented at the Meeting of the 1995 American Statistical Association* **(WP 96–02)** as well as in the technical report, *An Exploratory Analysis of Nonrespondents in the 1990–91 Schools and Staffing Survey* **(NCES 96–338)**.

1993–94 Nonresponse Study. The 1993–94 SASS Nonresponse Study extended the work of the earlier nonresponse study by examining nonresponse characteristics for new SASS components: library/media centers, librarians, and student records. Results are found in *Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association* **(WP 97–01)** and the technical report, *An Analysis of Total Nonresponse in the 1993–94 Schools and Staffing Survey* **(NCES 98–243)**.

Reinterview

Reinterview Studies of NCES. Most NCES data collection programs have some variation of a reinterview study as part of the field test or main study. These studies usually report correlations or gross difference rates for selected items. This work describes how reinterview studies are conducted and summarizes the results of recent NCES reinterview studies. Results appear in the' technical report, *Measurement Error Studies at the National Center for Education Statistics* **(NCES 97–464)**.

SASS Reinterview Program. Each cycle of SASS has fielded a reinterview program aimed at measuring simple response variance, a measure of the inconsistency between responses over repeated applications of the question. The purpose is to identify questions needing improvement. Reinterview procedures and findings appear in *Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association* **(NW 94–01)**, *1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report* **(WP 94–03)**, *Selected Papers on the Schools and Staffing Survey: Papers Presented at the 1997 Meeting of the American Statistical Association* **(WP 97–41)**, *Response Variance in the 1993–94 Schools and Staffing Survey: A Reinterview Report* **(WP 98–02)**, and *Response Variance in the 1994–95 Teacher Follow-up Survey* **(WP 98–13)**.

The 1991–92 Teacher Followup Survey (TFS) also conducted a reinterview to determine the quality of individual items. This reinterview program, however, featured the use of probing, reconciling interviews to improve the reinterview's diagnostic power. In this case, the purpose was to ascertain information on the unreliability of responses as well as the reasons for the inconsistency. This research is available in *Schools and Staffing Survey: Papers Presented at the 1994 Meeting of the American Statistical Association* **(WP 95–01)** and *The Results of the 1991–92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation* **(WP 95–10)**.

Estimation

Improved Generalized Least Squares (GLS) Estimation in NCES Surveys. PSS and SASS both measure the number of private schools, teachers, and students. The two survey estimates, however, do not always agree. The reliability and consistency of SASS estimates would be improved if they agreed with PSS estimates. This study attempted to use GLS methodology to adjust SASS weights so SASS estimates of the number of schools, teachers, and students agree with the PSS. The findings are reported in *Schools and Staffing Survey: Papers Presented at the 1994 Meeting of the American Statistical Association* **(WP 95–01)**, *Intersurvey Consistency in NCES Private School Surveys* **(WP 95–16)**, *Schools and Staffing Survey (SASS): Selected Papers Presented at the 1995 Meeting of the American Statistical Association* **(WP 96–02)**, *Intersurvey Consistency in NCES Private Schools Surveys for 1993–94* **(WP 96–27)**, and *Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association* **(WP 97–01)**.

Private School State Estimates. PSS has tabulated state estimates for private schools; however, the area frame component of PSS is designed for regional estimates. Therefore, not every state has selected PSUs in the area frame. The result is that some state estimates assume there is no school undercoverage. This is not likely to be true. This study used model-based estimation procedures to develop undercoverage estimates in every state, thereby, improving the PSS state estimates. The research is reported in *Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association* **(WP 97–01)** and the technical report, *Indirect State-Level Estimation for the Private School Survey* **(NCES 1999–351)**.

Variance Estimation. A number of reports have been done in the area of variance estimation. To make analyses simpler for individuals without sophisticated variance software, a report on generalized variance function and design effects was prepared (see *Design Effects and Generalized Variance Functions for 1990–91 Schools and Staffing Survey, Volumes I and II*: **NCES 95–342–1** and **95–342–11**). To better reflect the high sampling rates in the SASS variance estimates, a bootstrap variance procedure has been developed (see *A Bootstrap Variance Estimator for Systematic PPS Sampling*: **WP 98–12**). When imputations are present on a data file, as in SASS, traditional variance estimation procedures produce variance underestimates. Reports have been written documenting the magnitude of this underestimation in SASS (see *Estimating the Variance in the Presence of Imputation Using a Residual, Selected Papers on Education Surveys: Papers Presented at the 1996 Meetings of the American Statistical Association.)* **WP 97–01**; *Variance Estimation of Imputed Data*, **WP 98–14**).

Periodicity

SASS Periodicity Study. This study uses SASS data across the last three cycles to determine SASS' optimum periodicity. Mathematical models were formulated to measure the sampling error and the error associated with using the previous value until a new value is collected. These models were applied to SASS estimates assuming different periodicities and fixed yearly costs. The research is presented *in Schools and Staffing Survey: Papers Presented at the 1994 Meeting of the American Statistical Association* **(WP 95–01)**, *Schools and Staffing Survey (SASS): Selected Papers Presented at the 1995 Meeting of the American Statistical Association* **(WP 96–02)**, *Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association* **(WP 97–01)**, and *Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis* **(WP 97–14)**.

Customer Surveys

Surveys of SASS Users. Disseminating SASS data to the greatest number of users and in a form that is appropriate, usable, and accessible is an ongoing concern in SASS. Two separate studies addressed this issue. *Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results* **(WP 1999–02)** identified individuals and institutions that use SASS data to advance their research. *What Users Say About Schools and Staffing Survey Publications* **(WP 1999–10)** reviewed the purposes of SASS publications, surveyed users, and collected focus group comments on how SASS data are communicated in print. The results of these studies will be used to improve the dissemination of data with an aim toward expanding the use of SASS in the field.

In addition, the following NCES Working Papers related to SASS report other research.

An Investigation of Teacher Perceptions and Attitude Items on the NCES Schools and Staffing Survey 1993–94 **(forthcoming)**

Measuring Teacher Qualifications **(WP 1999–04)**

National Assessment of Teacher Quality **(WP 96–24)**

SASS Documentation: 1993–94 SASS Student Sampling Problems **(WP 98–05)**

The Redesign of the Schools and Staffing Survey for1999–2000: A Position Paper **(WP 98–08)**

An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey **(W 95–18)**

The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis **(WP 97–07)**

Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey **(WP 96–12)**

QED Estimates of the 1990–91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates **(WP 95–02)**

Schools and Staffing Survey: 1990–91 SASS Cross-Questionnaire Analysis **(WP 95–03)**

CCD Adjustment to the 1990–91 SASS: A Comparison of Estimates **(WP 95–08)**

Six Papers on Teachers from the 1990–91 Schools and Staffing Survey and Other Related Surveys **(WP 94–06)**

NCES' SASS PUBLICATIONS

Results from SASS, along with other information about the survey's design, development, and improvement are

available in SASS publications. Copies of the publications below are available by telephoning 877–4ED–PUBS or through the World Wide Web at www.ed.gov/pubs/edpubs.html.

General Publications about SASS

- *Public School Districts in the United States: A Statistical Profile, 1987–88 to 1993–94* **(NCES 98–203)**
- *Public and Private School Principals in the United States: A Statistical Profile, 1987–88 to 1993–94* **(NCES 97–455)**
- *America's Teachers: Profile of a Profession, 1993–94* **(NCES 97–460)**
- *America's Teachers: Profile of a Profession* **(NCES 93–025)**
- *Schools and Staffing in the United States: A Statistical Profile: 1993–94* **(NCES 96–124)**
- *Schools and Staffing in the United States: A Statistical Profile, 1990–91* **(NCES 93–146)**
- *Schools and Staffing in the United States: A Statistical Profile, 1987–88* **(NCES 92–120)**
- *The Schools and Staffing Survey: Recommendations for the Future* **(NCES 97–596)**
- *Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1993–94* **(E.D. Tab, NCES 95–191)**
- *Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1990–91* **(E.D. Tab, NCES 93–453)**

SASS State Data

- *SASS by State, 1993–94 Schools and Staffing Survey: Selected State Results* **(NCES 96–312)**
- *SASS by State* **(NCES 94–343)**
- SASS Teacher Data
- *America's Teachers: Profile of a Profession, 1993–94* **(NCES 97–460)**
- *America's Teachers: Profile of a Profession* **(NCES 93–025)**
- *What Happens in Classrooms? Instructional Practices in Elementary and Secondary Schools, 1994–95* **(NCES 99–348)**
- *Toward Better Teaching: Professional Development in 1993–94* **(NCES 98–230)**
- *Teacher Professionalization and Teacher Commitment: A Multi-Level Analysis* **(NCES 97–069)**
- *The Status of Teaching as a Profession, 1990–91* **(NCES 97–104)**
- *Time Spent Teaching Core Academic Subjects in Elementary Schools: Comparisons Across Community School, Teacher, and Student Characteristics* **(NCES 97–293)**
- *Job Satisfaction Among America's Teachers: Effects of Workplace Conditions, Background Characteristics, and Teacher Compensation, 1993–94* **(NCES 97–471)**
- *A Profile of Policies and Practices for Limited English Proficiency Students: Screening Methods, Program Support, and Teacher Training (SASS 1993–94)* **(NCES 97–472)**
- *Out-of-Field Teaching and Educational Equality* **(NCES 96–040)**
- *Teacher Supply in the U.S.: Sources of Newly Hired Teachers in Public and Private Schools, 1988–91* **(NCES 95–348)**
- *Teacher Supply, Teacher Qualifications and Teacher Turnover, Aspects of Teacher Supply and Demand in the U.S., 1990–91* **(NCES 95–744)**
- *The Patterns of Teacher Compensation* **(NCES 95–829)**
- *Qualifications of the Public School Teacher Workforce: 1988 and 1991* **(NCES 94–665)**
- *Selected Tables on Teacher Supply and Demand* **(E.D. Tab NCES 93–141)**

SASS Private School Data

- Private Schools in the U.S.: A Statistical Profile, 1993–94 **(NCES 97–459)**
- Private Schools in the United States: A Statistical Profile, 1990–91 **(NCES 95–330)**
- How Different? How Similar? Comparing Key Organizational Qualities of American Public and Private Secondary Schools **(NCES 96–322)**

SASS American Indian Data

- Characteristics of American Indian and Alaska Native Education, Results from the 1993–94 SASS **(NCES 97–451)**
- Characteristics of American Indian and Alaska Native Education, Results from the 1990–91 SASS **(NCES 95–735)**
- Student Records Questionnaire: School Year 1993–94, With Special Emphasis on American Indians and Alaska Native Students **(E.D. Tab, NCES 97–449)**

SASS School Library Media Center Data

- School Library Media Centers: 1993–94 **(NCES 98–282)**
- School Library Media Centers in the United States: 1990–91 **(NCES 94–326)**

SASS Methodology

- School-level Correlates of Academic Achievement: Student Assessment Scores in SASS Public Schools **(NCES 1999–338)**
- Quality Profile for SASS: Aspects of the Quality of Data in the Schools and Staffing Surveys **(NCES 94–340)**
- An Analysis of Total Nonresponse in the 1993–94 Schools and Staffing Survey (SASS). **(NCES 98–243)**
- An Exploratory Analysis of Nonrespondents in the 1990–91 Schools and Staffing Survey **(NCES 96–338)**
- Measurement Error Studies at the National Center for Education Statistics **(NCES 97–464)**
- 1993–94 Schools and Staffing Survey: Sample Design and Estimation **(NCES 96–089)**
- 1990–91 Schools and Staffing Survey: Sample Design and Estimation **(NCES 93–449)**
- 1987–88 Schools and Staffing Survey: Sample Design and Estimation **(NCES 91–127)**
- Design Effects and Generalized Variance Functions for the 1990–91 Schools and Staffing Surveys (SASS) Volume I—User's Manual **(NCES 95–342–1)**
- Design Effects and Generalized Variance Functions for the 1990–91 Schools and Staffing Surveys (SASS) Volume II—Technical Report **(NCES 95–340–II)**
- Modeling Teacher Supply and Demand, with Commentary **(NCES 93–461)**

SASS Issue Briefs

- Schools Serving Family Needs: Extended-Day Programs in Public and Private Schools **(NCES 97–590)**
- Programs for Aspiring Principals: Who Participates? **(NCES 97–591)**
- Credentials and Tests in Teacher Hiring: What Do Districts Require? **(NCES 97–592)**
- Are Limited English Proficient (LEP) Students Being Taught by Teachers with LEP Training?
- How Widespread Is Site-Based Decisionmaking in Public Schools? **(NCES 97–908)**
- Public School Choice Programs, Availability and Student Participation **(NCES 97–909)**
- Teachers' Sense of Community: How Do Public and Private Schools Compare? **(NCES 97–910)**

- Are High School Teachers Teaching Core Subjects Without College Majors or Minors in Those Subjects? **(NCES 96–839)**
- Where Do Minority Principals Work? **(NCES 96–840)**
- What Academic Programs Are Offered Most Frequently in Schools Serving American Indian and Alaska Native Students? **(NCES 96–841)**
- How Safe Are the Public Schools: What Do Teachers Say? **(NCES 96–842)**
- Extended Day Programs in Elementary and Combined Schools **(NCES 96–843)**
- Private School Graduation Requirements **(NCES 95–145)**
- How Much Time Do Public and Private School Teachers Spend in Their Work? **(NCES 95–709)**
- Migration and Attrition of Public and Private School Teachers: 1991–92 **(NCES 95–770)**
- Which Types of Schools Have the Highest Teacher Turnover? **(NCES 95–778)**
- Libraries/Media Centers in Schools: Are There Sufficient Resources? **(NCES 95–779)**
- Who Influences Decisionmaking About School Curriculum: What Do Principals Say? **(NCES 95–780)**
- Public and Private School Principals: Are There Too Few Women? **(NCES 94–192)**
- Sources of Newly Hired Teachers in Public and Private Schools, 1988–91 **(NCES 94–481)**
- What Are the Most Serious Problems in Schools? **(NCES 93–149)**
- Teacher Salaries—Are They Competitive? **(NCES 93–450)**
- Teaching and Administrative Work Experience of Public School Principals **(NCES 93–452)**
- Teacher Attrition and Migration **(NCES 92–148)**

SASS Data on CD-ROM

- Schools and Staffing Survey (SASS) and Teacher Followup Survey (TFS) CD ROM: Electronic Codebook and Public Use Data for 3 Cycles of SASS and TFS **(NCES 97–453)**

SASS and TFS User's Manuals

- 1993–94 Schools and Staffing Survey Data File User's Manual Volume I: Survey Documentation **(NCES 96–142)**
- 1993–94 Schools and Staffing Survey Data File User's Manual Volume II: Restricted-Use Codebook **(NCES 96–142–II)**
- 1993–94 Schools and Staffing Survey Data File User's Manual Volume III: Public-Use Codebook **(WP 1999–12)**
- 1993–94 Schools and Staffing Survey Data File User's Manual Volume IV: Bureau of Indian Affairs Restricted-Use Codebook, Principals, Schools, and Teachers **(WP 1999–13)**
- 1990–91 Schools and Staffing Survey Data File User's Manual Volume I: Survey Documentation **(NCES 93–144–I)**
- 1990–91 Schools and Staffing Survey Data File User's Manual Volume II: Restricted-Use Codebook **(NCES 93–144–II)**
- 1990–91 Schools and Staffing Survey Data File User's Manual Volume III: Public-Use Codebook **(NCES 93–144–III)**
- 1994–95 Teacher Followup Survey Data File User's Manual: Public-Use Version **(NCES 98–232)**
- 1994–95 Teacher Followup Survey Data File User's Manual: Restricted-Use Version **(WP 1999–14)**
- 1991–92 Teacher Followup Survey Data File User's Manual: Public-Use Version **(NCES 94–331)**

- 1991–92 Teacher Followup Survey Data File User's Manual: Restricted-Use Version **(NCES 94–478)**

- 1990–91 Schools and Staffing Survey Data File User's Manual Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebooks Administrators, Schools, and Teachers **(NCES 93–144–IV)**

- 1988–89 Teacher Followup Survey Data File User's Manual: Public-Use Version **(NCES 92–058)**

Private School Survey

- Private School Universe Survey, 1997–98 **(NCES 1999–319)**

- Private School Universe Survey, 1995–96 **(NCES 98–229)**

- Private School Universe Survey, 1993–94 **(NCES 96–143)**

- Private School Universe Survey, 1991–92 **(NCES 94–350)**

- Private School Universe Survey, 1989–90 **(NCES 93–122)**

Teacher Followup Survey

- *Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1994–95* **(E.D. Tab, NCES 97–450)**

- *Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1991–92* **(E.D. Tab, NCES 94–337)**

- *Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1988–89* **(E.D. Tab, NCES 91–128)**

Video

- America's Teachers: Profile of a Profession

Questionnaires

- *SASS and PSS Questionnaires 1993–94* **(NCES 94–674)**

- *SASS and TFS Questionnaires 1990–91* **(limited quantity available from staff)**

- SASS and TFS Questionnaires 1987–88 **(limited quantity available from staff)**

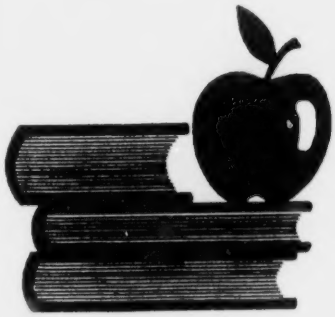
OMB No. 1850-0598. Approval Expires 09/30/2001

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by:
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU

TEACHER LISTING FORM FOR PUBLIC AND PRIVATE SCHOOLS

SCHOOLS AND STAFFING SURVEY
1999–2000 SCHOOL YEAR



(Please correct any errors in name, address, and ZIP Code.)

SCHOOL

GRADE RANGE

NOTICE

Please return this form within 2 weeks in the enclosed envelope and enter on page 3, item 7, the time it takes to complete this form.

This report is authorized by law (20 U.S. Code 1221e). Your answers will be kept confidential and will be used only for statistical purposes.

FORM **SASS-16**
(6-14-99)

DEAR PRINCIPAL:

Why does the National Center for Education Statistics (NCES) conduct the Schools and Staffing Survey (SASS)?

The SASS is designed to measure critical aspects of schooling and teaching, the composition of the principal and teacher work force, and conditions in schools.

What do you need from my school?

A list of all of the full-time and part-time teachers who teach at this school.

Please see the reference card on page 4 for important information about the listing form.

A removable reference card is printed on the last page of this questionnaire.

What happens to the information I report?

A sample of teachers will be selected for the Teacher Survey component of SASS. The selected teachers will receive survey questionnaires which ask for information on their educational background, work experience, and attitudes toward teaching.

Why is my participation important?

Only a small number of schools is selected to participate in SASS. Therefore, your school represents many other schools.

How does NCES protect the confidentiality of the information I provide?

All survey information collected will be presented as aggregated figures only, with no individually-identifying information.

THANK YOU FOR YOUR COOPERATION.

SINCERELY,

GARY W. PHILLIPS
ACTING COMMISSIONER OF EDUCATION STATISTICS

1 To assure that we have sent this form to a school, rather than to a school district or an administrative unit within a school district, please read and answer the questions below.

2 Is the institution named on the cover page a school?

☐ Yes
☐ No

If you answered "No," it is very important that you call the U.S. Census Bureau toll free at 1-800-579-8520.

3 Does the school named on the cover page include any grades from kindergarten through grade 12 (or comparable ungraded classes)?

☐ Yes
☐ No

If you answered "No," it is very important that you call the U.S. Census Bureau toll free at 1-800-579-8520.

4 Is the grade range listed on the cover page correct?

☐ Yes
☐ No

If you answered "No," it is very important that you call the U.S. Census Bureau toll free at 1-800-579-8520.

5 What month and date will this school close for students at the end of the 1999-2000 school year?

_____	_____	2000
Month	Date	Year

6 In case we have questions about any of your responses, please print your name, title, and work telephone number on the lines below.

YOUR NAME:

_____

TITLE:

_____

WORK TELEPHONE NUMBER

			-				-				

7 How much time did it take to complete this form, not counting interruptions?

_____ Minutes

Please turn to the next page. See the back of this page for important information.

Call 1-800-579-8520 if you need assistance filling out the rest of this form.

REFERENCE CARD

Please read this reference card before continuing.

A removable reference card is printed on the last page of this booklet.

INCLUDE ON THE TEACHER LIST

- **Special Education Teachers**
  - Teach special education classes to students with disabilities.
- **General Elementary Teachers**
  - Teach self-contained classes in grades K-8, i.e., teach the same class of students all or most of the day, unless they teach special education students, in which case see the category above.
  - Include kindergarten teachers.
- **Vocational/Technical Education Teachers**
  - Teach typing, business, agriculture, home economics as well as any other vocational or technical classes.
- **Teaching principals, teaching guidance counselors, teaching librarians, teaching speech therapists, teaching psychologists, teaching school nurses.**
  - Include any staff members who teach **at least one class per week.**

    For example:

    If a librarian teaches a class in math once a week, include her in the "math" category, but if she only teaches groups of students library skills or how to use the library, do NOT include her on the form.
- **Teachers of Ungraded Students**
- **Itinerant, Co-op, Traveling, and Satellite Teachers**
  - Teach at more than one school and may OR may not be supervised by someone at your school
- **Current Long-Term Substitute Teachers**
  - Currently filling the role of a regular teacher for 4 or more continuous weeks.
- **Other teachers who teach students in grades K-12**
  - If a teacher teaches pre-kindergarten and other grades between K-12, answer the questions ONLY for the time the teacher spends teaching grades K-12.

OMIT FROM THE TEACHER LIST

- **Prekindergarten teachers who teach ONLY prekindergarten students**
- **Adult Education and Postsecondary Teachers**
  - If they teach ONLY adult education or students beyond grade 12.
- **Short-term Substitute Teachers**
  - Fill the role of a regular teacher for less than 4 continuous weeks.
- **Student Teachers**
- **Day Care Aides**
- **Teacher Aides**
- **Library teachers who teach ONLY library skills or how to use the library**

PLEASE READ THE REFERENCE CARD BEFORE CONTINUING. (A removable reference card is printed on the last page of this booklet.)

Line number	Teacher's Name (a)	Grade Range Taught (b)	Subject Matter Taught (c): Special education (1)	General elementary (2)	Math (3)	Science (4)	English/Language arts (5)	Social studies (6)	Vocational/Technical (7)	Other (8)	Teaching Status at This School (d)	Teacher's Race/Ethnicity (e)	3 Years or Less of Teaching Experience (f)	Teachers of Students with Limited-English Proficiency (g)
	Please list all of the full-time and part-time teachers who TEACH at THIS SCHOOL. List each teacher only once. Please see the reference card for important information about itinerant teachers, substitute teachers, librarians, principals, and other staff that may teach at your school.	Mark (X) the box to indicate whether the teacher teaches mostly students in grades K-6 or mostly students in grades 7-12. If the teacher teaches **two** or more grade ranges **equally**, mark (X) **both** boxes. If the teacher teaches **ungraded** students, mark (X) the box which corresponds to the graded equivalent for children of that age.	Mark (X) the box which corresponds to the subject taught **most** by the teacher. If the teacher teaches **two or more subjects equally**, mark (X) **all of the boxes that apply**. Mark the "Other" subject matter box for teachers who teach art, foreign language, music, physical education, English as a Second Language and any other remaining subjects.								Mark (X) the box to indicate whether the teacher teaches full time or part time at this school. Include as part-time: Itinerant teachers who teach full-time in this or other school districts but part-time in your school. Teachers who perform other functions in this school in addition to part time teaching. For example, a teaching guidance counselor should be counted as a part-time teacher.	Enter the number which corresponds to each teacher's race/ethnicity. 1 - White (non-Hispanic) 2 - Black (non-Hispanic) 3 - Hispanic (can be of any race) 4 - Asian or Pacific Islander 5 - American Indian or Alaska Native	Teacher in his or her **1st, 2nd, or 3rd** year of teaching **at this or any other school.** Mark (X) the box if applicable.	Mark (X) the box if the teacher teaches classes designed for students with Limited-English Proficiency (LEP), using approaches such as bilingual education, English as a Second Language (ESL), Content ESL, or English for Speakers of Other Languages (ESOL). **NOTE:** Do not mark this column for Foreign Language teachers unless they teach bilingual, ESL, or ESOL classes (as defined above).
	*Line ex is an example of a full-time art teacher who teaches students in grades 9 and 10 and is in his first year of teaching.													
*Ex	Last Shaffer First Andrew	Mostly K-6 1☐ Mostly 7-12 2☒								X	1☐ Part-time 2☒ Full-time	2	1☒	1☐
1		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
2		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
3		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
4		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
5		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
6		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
7		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
8		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
9		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
10		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
11		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
12		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
13		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
14		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
15		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐

FORM SASS 16-6 (4-99)

PLEASE LIFT HERE AND CONTINUE

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Line number	Teacher's Name (a)	Grade Range Taught (b)	Special education (1)	General elementary (2)	Math (3)	Science (4)	English/Language arts (5)	Social studies (6)	Vocational/Technical (7)	Other (8)	Teaching Status at This School (d)	Teacher's Race/Ethnicity (e)	3 Years or Less of Teaching Experience (f)	Teachers of Students with Limited-English Proficiency (g)
	Please list all of the full time and part-time teachers who TEACH at THIS SCHOOL. List each teacher only once. Please see the reference card for important information about itinerant teachers, substitute teachers, librarians, principals, and other staff that may teach at your school.	Mark (X) the box to indicate whether the teacher teaches mostly students in grades K-6 or mostly students in grades 7-12. If the teacher teaches **two** or more grade ranges **equally,** mark (X) **both** boxes. If the teacher teaches **ungraded** students, mark (X) the box which corresponds to the graded equivalent for children of that age.	Mark (X) the box which corresponds to the subject taught **most** by the teacher. If the teacher teaches **two or more subjects equally**, mark (X) **all of the boxes that apply**. Mark the "Other" subject matter box for teachers who teach art, foreign language, music, physical education, English as a Second Language and any other remaining subjects. (c)								Mark (X) the box to indicate whether the teacher teaches full time or part time at this school. Include as part-time: Itinerant teachers who teach full-time in this or other school districts but part-time in your school. Teachers who perform other functions in this school in addition to part-time teaching. For example, a teaching guidance counselor should be counted as a part-time teacher.	Enter the number which corresponds to each teacher's race/ethnicity. 1 - White (non-Hispanic) 2 - Black (non-Hispanic) 3 - Hispanic (can be of any race) 4 - Asian or Pacific Islander 5 - American Indian or Alaska Native	Teacher in his or her **1st, 2nd, or 3rd** year of teaching at **this or any other school.** Mark (X) the box if applicable.	**NOTE:** Do not mark this column for Foreign Language teachers unless they teach bilingual, ESL, or ESOL classes (as defined above).
16	Last First	Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
17		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
18		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
19		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
20		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
21		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
22		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
23		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
24		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
25		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
26		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
27		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
28		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
29		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
30		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
31		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
32		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
33		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
34		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
35		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐

31

32

FORM SASS 10 (8-14-99)

Line number	Teacher's Name Please list all of the full-time and part-time teachers who TEACH at THIS SCHOOL. List each teacher only once. Please see the reference card for important information about itinerant teachers, substitute teachers, librarians, principals, and other staff that may teach at your school. (a) Last First	Grade Range Taught Mark (X) the box to indicate whether the teacher teaches mostly students in grades K-6 or mostly students in grades 7-12. If the teacher teaches **two** or more grade ranges **equally**, mark (X) **both** boxes. If the teacher teaches **ungraded** students, mark (X) the box which corresponds to the graded equivalent for children of that age. (b)	Subject Matter Taught Mark (X) the box which corresponds to the subject taught **most** by the teacher. If the teacher teaches **two or more subjects equally**, mark (X) **all of the boxes that apply**. Mark the "Other" subject matter box for teachers who teach art, foreign language, music, physical education, English as a Second Language and any other remaining subjects. (c) Special education (1)	General elementary (2)	Math (3)	Science (4)	English/Language arts (5)	Social studies (6)	Vocational/Technical (7)	Other (8)	Teaching Status at This School Mark (X) the box to indicate whether the teacher teaches full time or part time at this school. Include as part-time: Itinerant teachers who teach full-time in this or other school districts but part-time in your school. Teachers who perform other functions in this school in addition to part-time teaching. For example, a teaching guidance counselor should be counted as a part-time teacher. (d)	Teacher's Race/Ethnicity Enter the number which corresponds to each teacher's race/ethnicity. 1 - White (non-Hispanic) 2 - Black (non-Hispanic) 3 - Hispanic (can be of any race) 4 - Asian or Pacific Islander 5 - American Indian or Alaska Native (e)	3 Years or Less of Teaching Experience Teacher in his or her **1st, 2nd, or 3rd** year of teaching at **this or any other school.** Mark (X) the box if applicable. (f)	Teachers of Students with Limited-English Proficiency Mark (X) the box if the teacher teaches classes designed for students with Limited-English Proficiency (LEP), using approaches such as bilingual education, English as a Second Language (ESL), Content ESL, or English for Speakers of Other Languages (ESOL). **NOTE:** Do not mark this column for Foreign Language teachers unless they teach bilingual, ESL, or ESOL classes (as defined above). (g)
36		Mostly K-6 1☐ Mostly 7-12 2☐								1☐ Part-time 2☐ Full-time		1☐	1☐
37		Mostly K-6 1☐ Mostly 7-12 2☐								1☐ Part-time 2☐ Full-time		1☐	1☐
38		Mostly K-6 1☐ Mostly 7-12 2☐								1☐ Part-time 2☐ Full-time		1☐	1☐
39		Mostly K-6 1☐ Mostly 7-12 2☐								1☐ Part-time 2☐ Full-time		1☐	1☐
40		Mostly K-6 1☐ Mostly 7-12 2☐								1☐ Part-time 2☐ Full-time		1☐	1☐
41		Mostly K-6 1☐ Mostly 7-12 2☐								1☐ Part-time 2☐ Full-time		1☐	1☐
42		Mostly K-6 1☐ Mostly 7-12 2☐								1☐ Part-time 2☐ Full-time		1☐	1☐
43		Mostly K-6 1☐ Mostly 7-12 2☐								1☐ Part-time 2☐ Full-time		1☐	1☐
44		Mostly K-6 1☐ Mostly 7-12 2☐								1☐ Part-time 2☐ Full-time		1☐	1☐
45		Mostly K-6 1☐ Mostly 7-12 2☐								1☐ Part-time 2☐ Full-time		1☐	1☐
46		Mostly K-6 1☐ Mostly 7-12 2☐								1☐ Part-time 2☐ Full-time		1☐	1☐
47		Mostly K-6 1☐ Mostly 7-12 2☐								1☐ Part-time 2☐ Full-time		1☐	1☐
48		Mostly K-6 1☐ Mostly 7-12 2☐								1☐ Part-time 2☐ Full-time		1☐	1☐
49		Mostly K-6 1☐ Mostly 7-12 2☐								1☐ Part-time 2☐ Full-time		1☐	1☐
50		Mostly K-6 1☐ Mostly 7-12 2☐								1☐ Part-time 2☐ Full-time		1☐	1☐
51		Mostly K-6 1☐ Mostly 7-12 2☐								1☐ Part-time 2☐ Full-time		1☐	1☐
52		Mostly K-6 1☐ Mostly 7-12 2☐								1☐ Part-time 2☐ Full-time		1☐	1☐
53		Mostly K-6 1☐ Mostly 7-12 2☐								1☐ Part-time 2☐ Full-time		1☐	1☐
54		Mostly K-6 1☐ Mostly 7-12 2☐								1☐ Part-time 2☐ Full-time		1☐	1☐
55		Mostly K-6 1☐ Mostly 7-12 2☐								1☐ Part-time[1] 2☐ Full-time[2]		1☐	1☐

PLEASE LIFT HERE AND CONTINUE

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Line number	Teacher's Name (a)	Grade Range Taught (b)	Special education (1)	General elementary (2)	Math (3)	Science (4)	English/Language arts (5)	Social studies (6)	Vocational/Technical (7)	Other (8)	Teaching Status at This School (d)	Teacher's Race/Ethnicity (e)	3 Years or Less of Teaching Experience (f)	Teachers of Students with Limited-English Proficiency (g)
	Please list all of the full-time and part-time teachers who TEACH at THIS SCHOOL. List each teacher only once. Please see the reference card for important information about itinerant teachers, substitute teachers, librarians, principals, and other staff that may teach at your school.	Mark (X) the box to indicate whether the teacher teaches mostly students in grades K-6 or mostly students in grades 7-12. If the teacher teaches **two** or more grade ranges **equally**, mark (X) **both** boxes. If the teacher teaches **ungraded** students, mark (X) the box which corresponds to the graded equivalent for children of that age.	Mark (X) the box which corresponds to the subject taught **most** by the teacher. If the teacher teaches **two or more subjects equally**, mark (X) **all of the boxes that apply**. Mark the "Other" subject matter box for teachers who teach art, foreign language, music, physical education, English as a Second Language and any other remaining subjects. (c)								Mark (X) the box to indicate whether the teacher teaches full time or part time at this school. Include as part-time: Itinerant teachers who teach full-time in this or other school districts but part-time in your school. Teachers who perform other functions in this school in addition to part-time teaching. For example, a teaching guidance counselor should be counted as a part-time teacher.	Enter the number which corresponds to each teacher's race/ethnicity. 1 - White (non-Hispanic) 2 - Black (non-Hispanic) 3 - Hispanic (can be of any race) 4 - Asian or Pacific Islander 5 - American Indian or Alaska Native	Teacher in his or her **1st, 2nd, or 3rd** year of teaching at **this or any other school.** Mark (X) the box if applicable.	**NOTE:** Do not mark this column for Foreign Language teachers unless they teach bilingual, ESL, or ESOL classes (as defined above).
56	Last First	Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full-time		1 ☐	1 ☐
57		Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full-time		1 ☐	1 ☐
58		Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full-time		1 ☐	1 ☐
59		Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full-time		1 ☐	1 ☐
60		Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full-time		1 ☐	1 ☐
61		Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full-time		1 ☐	1 ☐
62		Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full-time		1 ☐	1 ☐
63		Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full-time		1 ☐	1 ☐
64		Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full-time		1 ☐	1 ☐
65		Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full-time		1 ☐	1 ☐
66		Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full-time		1 ☐	1 ☐
67		Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full-time		1 ☐	1 ☐
68		Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full-time		1 ☐	1 ☐
69		Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full-time		1 ☐	1 ☐
70		Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full-time		1 ☐	1 ☐
71		Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full-time		1 ☐	1 ☐
72		Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full-time		1 ☐	1 ☐
73		Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full-time		1 ☐	1 ☐
74		Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full-time		1 ☐	1 ☐
75		Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full-time		1 ☐	1 ☐

FORM SASS 18 (R) 10 99

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Line number	Teacher's Name Please list all of the full-time and part-time teachers who TEACH at THIS SCHOOL. List each teacher only once. Please see the reference card for important information about itinerant teachers, substitute teachers, librarians, principals, and other staff that may teach at your school. (a) Last First	Grade Range Taught Mark (X) the box to indicate whether the teacher teaches mostly students in grades K-6 or mostly students in grades 7-12. If the teacher teaches **two** or more grade ranges **equally**, mark (X) **both** boxes. If the teacher teaches **ungraded** students, mark (X) the box which corresponds to the graded equivalent for children of that age. (b)	Subject Matter Taught Mark (X) the box which corresponds to the subject taught **most** by the teacher. If the teacher teaches **two or more subjects equally**, mark (X) **all of the boxes that apply**. Mark the "Other" subject matter box for teachers who teach art, foreign language, music, physical education, English as a Second Language and any other remaining subjects. (c) Special education (1)	General elementary (2)	Math (3)	Science (4)	English/Language arts (5)	Social studies (6)	Vocational/Technical (7)	Other (8)	Teaching Status at This School Mark (X) the box to indicate whether the teacher teaches full time or part time at this school. Include as part-time: Itinerant teachers who teach full-time in this or other school districts but part-time in your school. Teachers who perform other functions in this school in addition to part-time teaching. For example, a teaching guidance counselor should be counted as a part-time teacher. (d)	Teacher's Race/Ethnicity Enter the number which corresponds to each teacher's race/ethnicity. 1 = White (non-Hispanic) 2 = Black (non-Hispanic) 3 = Hispanic (can be of any race) 4 = Asian or Pacific Islander 5 = American Indian or Alaska Native (e)	3 Years or Less of Teaching Experience Teacher in his or her **1st, 2nd, or 3rd** year of teaching at **this or any other school.** Mark (X) the box if applicable. (f)	Teachers of Students with Limited-English Proficiency Mark (X) the box if the teacher teaches classes designed for students with Limited-English Proficiency (LEP), using approaches such as bilingual education, English as a Second Language (ESL), Content ESL, or English for Speakers of Other Languages (ESOL). **NOTE:** Do not mark this column for Foreign Language unless they teach bilingual, ESL, or ESOL classes (as defined above). (g)
76		Mostly K-6 1 ☐ Mostly 7-12 2 ☐								1 ☐ Part-time 2 ☐ Full-time		1 ☐	1 ☐
77		Mostly K-6 1 ☐ Mostly 7-12 2 ☐								1 ☐ Part-time 2 ☐ Full-time		1 ☐	1 ☐
78		Mostly K-6 1 ☐ Mostly 7-12 2 ☐								1 ☐ Part-time 2 ☐ Full-time		1 ☐	1 ☐
79		Mostly K-6 1 ☐ Mostly 7-12 2 ☐								1 ☐ Part-time 2 ☐ Full-time		1 ☐	1 ☐
80		Mostly K-6 1 ☐ Mostly 7-12 2 ☐								1 ☐ Part-time 2 ☐ Full-time		1 ☐	1 ☐
81		Mostly K-6 1 ☐ Mostly 7-12 2 ☐								1 ☐ Part-time 2 ☐ Full-time		1 ☐	1 ☐
82		Mostly K-6 1 ☐ Mostly 7-12 2 ☐								1 ☐ Part-time 2 ☐ Full-time		1 ☐	1 ☐
83		Mostly K-6 1 ☐ Mostly 7-12 2 ☐								1 ☐ Part-time 2 ☐ Full-time		1 ☐	1 ☐
84		Mostly K-6 1 ☐ Mostly 7-12 2 ☐								1 ☐ Part-time 2 ☐ Full-time		1 ☐	1 ☐
85		Mostly K-6 1 ☐ Mostly 7-12 2 ☐								1 ☐ Part-time 2 ☐ Full-time		1 ☐	1 ☐
86		Mostly K-6 1 ☐ Mostly 7-12 2 ☐								1 ☐ Part-time 2 ☐ Full-time		1 ☐	1 ☐
87		Mostly K-6 1 ☐ Mostly 7-12 2 ☐								1 ☐ Part-time 2 ☐ Full-time		1 ☐	1 ☐
88		Mostly K-6 1 ☐ Mostly 7-12 2 ☐								1 ☐ Part-time 2 ☐ Full-time		1 ☐	1 ☐
89		Mostly K-6 1 ☐ Mostly 7-12 2 ☐								1 ☐ Part-time 2 ☐ Full-time		1 ☐	1 ☐
90		Mostly K-6 1 ☐ Mostly 7-12 2 ☐								1 ☐ Part-time 2 ☐ Full-time		1 ☐	1 ☐
91		Mostly K-6 1 ☐ Mostly 7-12 2 ☐								1 ☐ Part-time 2 ☐ Full-time		1 ☐	1 ☐
92		Mostly K-6 1 ☐ Mostly 7-12 2 ☐								1 ☐ Part-time 2 ☐ Full-time		1 ☐	1 ☐
93		Mostly K-6 1 ☐ Mostly 7-12 2 ☐								1 ☐ Part-time 2 ☐ Full-time		1 ☐	1 ☐
94		Mostly K-6 1 ☐ Mostly 7-12 2 ☐								1 ☐ Part-time 2 ☐ Full-time		1 ☐	1 ☐
95		Mostly K-6 1 ☐ Mostly 7-12 2 ☐								1 ☐ Part-time 2 ☐ Full-time		1 ☐	1 ☐

FORM SATS 18.6.14.PB

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Line number	Teacher's Name (a) Last / First	Grade Range Taught (b)	Special education (1)	General elementary (2)	Math (3)	Science (4)	English/Language arts (5)	Social studies (6)	Vocational/Technical (7)	Other (8)	Teaching Status at This School (d)	Teacher's Race/Ethnicity (e)	3 Years or Less of Teaching Experience (f)	Teachers of Students with Limited-English Proficiency (g)
96		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
97		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
98		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
99		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
100		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
101		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
102		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
103		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
104		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
105		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
106		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
107		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
108		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
109		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
110		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
111		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
112		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
113		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
114		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
115		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐

Teacher's Name

Please list all of the full-time and part-time teachers who TEACH at THIS SCHOOL.

List each teacher only once.

Please see the reference card for important information about itinerant teachers, substitute teachers, librarians, principals, and other staff that may teach at your school.

Grade Range Taught

Mark (X) the box to indicate whether the teacher teaches mostly students in grades K-6 or mostly students in grades 7-12.

If the teacher teaches **two** or more grade ranges **equally,** mark (X) **both** boxes.

If the teacher teaches **ungraded** students, mark (X) the box which corresponds to the graded equivalent for children of that age.

Subject Matter Taught

Mark (X) the box which corresponds to the subject taught **most** by the teacher. If the teacher teaches **two or more subjects equally**, mark (X) **all of the boxes that apply**.

Mark the "Other" subject matter box for teachers who teach art, foreign language, music, physical education, English as a Second Language and any other remaining subjects.

Teaching Status at This School

Mark (X) the box to indicate whether the teacher teaches full time or part time at this school.

Include as part-time:

Itinerant teachers who teach full-time in this or other school districts but part-time in your school.

Teachers who perform other functions in this school in addition to part-time teaching. For example, a teaching guidance counselor should be counted as a part-time teacher.

Teacher's Race/Ethnicity

Enter the number which corresponds to each teacher's race/ethnicity.

1 - White (non-Hispanic)
2 - Black (non-Hispanic)
3 - Hispanic (can be of any race)
4 - Asian or Pacific Islander
5 - American Indian or Alaska Native

3 Years or Less of Teaching Experience

Teacher in his or her **1st, 2nd, or 3rd** year of teaching at **this or any other school.**

Mark (X) the box if applicable.

Teachers of Students with Limited-English Proficiency

Mark (X) the box if the teacher teaches classes designed for students with Limited-English Proficiency (LEP), using approaches such as bilingual education, English as a Second Language (ESL), Content ESL, or English for Speakers of Other Languages (ESOL).

NOTE: Do not mark this column for Foreign Language teachers unless they teach bilingual, ESL, or ESOL classes (as defined above).

FORM SASS 18 (6-16-98)

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Line number	Teacher's Name Please list all of the full time and part time teachers who TEACH at THIS SCHOOL. List each teacher only once. Please see the reference card for important information about itinerant teachers, substitute teachers, librarians, principals, and other staff that may teach at your school. (a)	Grade Range Taught Mark (X) the box to indicate whether the teacher teaches mostly students in grades K-6 or mostly students in grades 7-12. If the teacher teaches **two** or more grade ranges **equally**, mark (X) **both** boxes. If the teacher teaches **ungraded** students, mark (X) the box which corresponds to the graded equivalent for children of that age. (b)	Subject Matter Taught Mark (X) the box which corresponds to the subject taught **most** by the teacher. If the teacher teaches **two or more subjects equally**, mark (X) **all of the boxes that apply**. Mark the "Other" subject matter box for teachers who teach art, foreign language, music, physical education, English as a Second Language and any other remaining subjects. (c)								Teaching Status at This School Mark (X) the box to indicate whether the teacher teaches full time or part time at this school. Include as part-time: Itinerant teachers who teach full-time in this or other school districts but part-time in your school. Teachers who perform other functions in this school in addition to part-time teaching. For example, a teaching guidance counselor should be counted as a part-time teacher. (d)	Teacher's Race/Ethnicity Enter the number which corresponds to each teacher's race/ethnicity. 1 = White (non-Hispanic) 2 = Black (non-Hispanic) 3 = Hispanic (can be of any race) 4 = Asian or Pacific Islander 5 = American Indian or Alaska Native (e)	3 Years or Less of Teaching Experience Teacher in his or her **1st, 2nd, or 3rd** year of teaching at **this or any other school.** Mark (X) the box if applicable. (f)	Teachers of Students with Limited-English Proficiency Mark (X) the box if the teacher teaches classes designed for students with Limited-English Proficiency (LEP), using approaches such as bilingual education, English as a Second Language (ESL), Content ESL, or English for Speakers of Other Languages (ESOL). **NOTE:** Do not mark this column for Foreign Language teachers unless they teach bilingual, ESL, or ESOL classes (as defined above). (g)
			Special education (1)	General elementary (2)	Math (3)	Science (4)	English/Language arts (5)	Social studies (6)	Vocational/Technical (7)	Other (8)				
116	Last First	Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
117		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
118		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
119		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
120		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
121		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
122		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
123		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
124		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
125		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
126		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
127		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
128		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
129		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
130		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
131		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
132		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
133		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
134		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
135		Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐

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Line number	Teacher's Name (a) Last	First	Grade Range Taught (b) Mark (X) the box to indicate whether the teacher teaches mostly students in grades K-6 or mostly students in grades 7-12. If the teacher teaches **two** or more grade ranges **equally**, mark (X) **both** boxes. If the teacher teaches **ungraded** students, mark (X) the box which corresponds to the graded equivalent for children of that age.	Subject Matter Taught (c) Mark (X) the box which corresponds to the subject taught **most** by the teacher. If the teacher teaches **two or more subjects equally**, mark (X) **all of the boxes that apply**. Mark the "Other" subject matter box for teachers who teach art, foreign language, music, physical education, English as a Second Language and any other remaining subjects.								Teaching Status at This School (d) Mark (X) the box to indicate whether the teacher teaches full time or part time at this school. Include as part-time: Itinerant teachers who teach full-time in this or other school districts but part-time in your school. Teachers who perform other functions in this school in addition to part-time teaching. For example, a teaching guidance counselor should be counted as a time teacher.	Teacher's Race/Ethnicity (e) Enter the number which corresponds to each teacher's race/ethnicity. 1 = White (non-Hispanic) 2 = Black (non-Hispanic) 3 = Hispanic (can be of any race) 4 = Asian or Pacific Islander 5 = American Indian or Alaska Native	3 Years or Less of Teaching Experience (f) Teacher in his or her **1st, 2nd, or 3rd** year of teaching **at this or any other school.** Mark (X) the box if applicable.	Teachers of Students with Limited-English Proficiency (g) Mark (X) the box if the teacher teaches classes designed for students with Limited-English Proficiency (LEP), using approaches such as bilingual education, English as a Second Language (ESL), Content ESL, or English for Speakers of Other Languages (ESOL). **NOTE:** Do not mark this column for Foreign Language teachers unless they teach bilingual, ESL, or ESOL classes (as defined above).
				Special education (1)	General elementary (2)	Math (3)	Science (4)	English/Language arts (5)	Social studies (6)	Vocational/Technical (7)	Other (8)				
136			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
137			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
138			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
139			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
140			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
141			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
142			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
143			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
144			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
145			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
146			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
147			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
148			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
149			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
150			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
151			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
152			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
153			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
154			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
155			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐

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Line number	Teacher's Name (a) Last	First	Grade Range Taught (b)	Special education (1)	General elementary (2)	Math (3)	Science (4)	English/Language arts (5)	Social studies (6)	Vocational/Technical (7)	Other (8)	Teaching Status at This School (d)	Teacher's Race/Ethnicity (e)	3 Years or Less of Teaching Experience (f)	Teachers of Students with Limited-English Proficiency (g)
156			Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
157			Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
158			Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
159			Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
160			Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
161			Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
162			Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
163			Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
164			Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
165			Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
166			Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
167			Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
168			Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
169			Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
170			Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
171			Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
172			Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
173			Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
174			Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐
175			Mostly K-6 1☐ Mostly 7-12 2☐									1☐ Part-time 2☐ Full-time		1☐	1☐

Please list all of the full-time and part-time teachers who TEACH at THIS SCHOOL.

List each teacher only once.

Please see the reference card for important information about itinerant teachers, substitute teachers, librarians, principals, and other staff that may teach at your school.

Grade Range Taught

Mark (X) the box to indicate whether the teacher teaches mostly students in grades K-6 or mostly students in grades 7-12.

If the teacher teaches **two** or more grade ranges **equally**, mark (X) **both** boxes.

If the teacher teaches **ungraded** students, mark (X) the box which corresponds to the graded equivalent for children of that age.

Subject Matter Taught

Mark (X) the box which corresponds to the subject taught **most** by the teacher. If the teacher teaches **two or more subjects equally**, mark (X) **all of the boxes that apply**.

Mark the "Other" subject matter box for teachers who teach art, foreign language, music, physical education, English as a Second Language and any other remaining subjects.

(c)

Teaching Status at This School

Mark (X) the box to indicate whether the teacher teaches full time or part time at this school.

Include as part-time:

Itinerant teachers who teach full-time in this or other school districts but part-time in your school.

Teachers who perform other functions in this school in addition to part-time teaching. For example, a teaching guidance counselor should be counted as a part-time teacher.

Teacher's Race/Ethnicity

Enter the number which corresponds to each teacher's race/ethnicity.

1 - White (non-Hispanic)
2 - Black (non-Hispanic)
3 - Hispanic (can be of any race)
4 - Asian or Pacific Islander
5 - American Indian or Alaska Native

3 Years or Less of Teaching Experience

Teacher in his or her **1st, 2nd, or 3rd** year of teaching at **this or any other school.**

Mark (X) the box if applicable.

Teachers of Students with Limited-English Proficiency

Mark (X) the box if the teacher teaches classes designed for students with Limited-English Proficiency (LEP), using approaches such as bilingual education, English as a Second Language (ESL), Content ESL, or English for Speakers of Other Languages (ESOL).

NOTE: Do not mark this column for Foreign Language teachers unless they teach bilingual, ESL, or ESOL classes (as defined above).

FORM SAS5 (R-6-4-79)

PLEASE LIFT HERE AND CONTINUE

Line number	Teacher's Name (a) Last	First	Grade Range Taught (b) Mark (X) the box to indicate whether the teacher teaches mostly students in grades K-6 or mostly students in grades 7-12. If the teacher teaches **two** or more grade ranges **equally**, mark (X) **both** boxes. If the teacher teaches **ungraded** students, mark (X) the box which corresponds to the graded equivalent for children of that age.	Subject Matter Taught (c) Mark (X) the box which corresponds to the subject taught **most** by the teacher. If the teacher teaches **two or more subjects equally**, mark (X) **all of the boxes that apply**. Mark the "Other" subject matter box for teachers who teach art, foreign language, music, physical education, English as a Second Language and any other remaining subjects.								Teaching Status at This School (d) Mark (X) the box to indicate whether the teacher teaches full time or part time at this school. Include as part-time: Itinerant teachers who teach full-time in this or other school districts but part-time in your school. Teachers who perform other functions in this school in addition to part-time teaching. For example, a teaching guidance counselor should be counted as a part-time teacher.	Teacher's Race/Ethnicity (e) Enter the number which corresponds to each teacher's race/ethnicity. 1 - White (non-Hispanic) 2 - Black (non-Hispanic) 3 - Hispanic (can be of any race) 4 - Asian or Pacific Islander 5 - American Indian or Alaska Native	3 Years or Less of Teaching Experience (f) Teacher in his or her **1st, 2nd, or 3rd** year of teaching **at this or any other school.** Mark (X) the box if applicable.	Teachers of Students with Limited-English Proficiency (g) Mark (X) the box if the teacher teaches classes designed for students with Limited-English Proficiency (LEP), using approaches such as bilingual education, English as a Second Language (ESL), Content ESL, or English for Speakers of Other Languages (ESOL). **NOTE:** Do not mark this column for Foreign Language teachers unless they teach bilingual, ESL, or ESOL classes (as defined above).
				Special education (1)	General elementary (2)	Math (3)	Science (4)	English/Language arts (5)	Social studies (6)	Vocational/Technical (7)	Other (8)				
176			Mostly K-6 1 ☐ Mostly 7-12 3 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
177			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
178			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
179			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
180			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
181			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
182			Mostly K-6 1 ☐ Mostly 7-12 3 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
183			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
184			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
185			Mostly K-6 1 ☐ Mostly 7-12 3 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
186			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
187			Mostly K-6 1 ☐ Mostly 7-12 3 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
188			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
189			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
190			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
191			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
192			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
193			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
194			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐
195			Mostly K-6 1 ☐ Mostly 7-12 2 ☐									1 ☐ Part time 2 ☐ Full time		1 ☐	1 ☐

FORM SASS 10.0.14.99

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REFERENCE CARD

Please read this reference card before continuing.
This card can be removed.

INCLUDE ON THE LIST

- **Special Education Teachers**
  - Meaning those who teach special education classes to students with disabilities.
- **General Elementary Teachers**
  - Teach self-contained classes in grades K-8, i.e., teach the same class of students all or most of the day, unless they teach special education students, in which case see the category above.
  - Include kindergarten teachers.
- **Vocational/Technical Education Teachers**
  - Teach typing, business, agriculture, home economics as well as any other vocational or technical classes.
- **Teaching principals, teaching guidance counselors, teaching librarians, teaching speech therapists, teaching psychologists, teaching school nurses.**
  - Include any staff members who teach **at least one class per week.**

  For example:
  - If a librarian teaches a class in math once a week, include her in the "math" category, but if she only teaches groups of students library skills or how to use the library, do NOT include her on the form.
- **Teachers of Ungraded Students**
- **Itinerant, Co-op, Traveling, and Satellite Teachers**
  - Teach at more than one school and may or may **not be supervised by someone** at your school
- **Current Long-Term Substitute Teachers**
  - Currently filling the role of a regular teacher for 4 or more continuous weeks.
- **All other teachers who teach students in grades K-12**
  - If a teacher teaches pre-kindergarten and other grades between K-12, answer the questions ONLY for the time the teacher spends teaching grades K-12.

OMIT FROM THE LIST

- **Prekindergarten teachers who teach ONLY prekindergarten students**
- **Adult Education and Postsecondary Teachers**
  - If they teach ONLY adult education or students beyond grade 12.
- **Short-term Substitute Teachers**
  - Fill the role of a regular teacher for less than 4 continuous weeks.
- **Student Teachers**
- **Day Care Aides**
- **Teacher Aides**
- **Library teachers who teach ONLY library skills or how to use the library**

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Public reporting burden for this collection of information is estimated to average 30 minutes, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Associate Director for Administration/ Controller, Attn: Paperwork Reduction Project 0607-0725, Room 3104, Federal Building 3, Bureau of the Census, Washington, D.C. 20233-3600.

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Please tear off this reference card to use while completing the survey.

REFERENCE CARD

Please read this reference card before continuing.
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  For example:
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- **Teacher Aides**
- **Library teachers who teach ONLY library skills or how to use the library**

RETURN COMPLETED FORM TO

BUREAU OF THE CENSUS
ATTN: TLF, SMQAB, BLDG 91
1201 East 10 St.
Jeffersonville, IN 47132-0001

FORM SASS 16 (6-14-99)

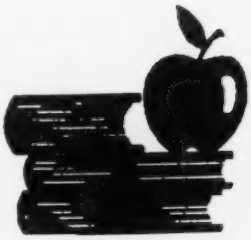
OMB No. 1850-0598 Approval Expires 09/30/2001

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by:
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU

SCHOOL DISTRICT QUESTIONNAIRE

SCHOOLS AND STAFFING SURVEY
1999–2000



(Please correct any errors in name, address, and ZIP Code.)

THIS SURVEY HAS BEEN ENDORSED BY:

- American Association of School Administrators
- American Counseling Association
- American Federation of Teachers
- Council of Chief State School Officers
- Council of Great City Schools
- Department of Middle Level Services, National Association of Secondary School Principals
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Center for Improving Science Education
- National Council of Teachers of Mathematics
- National Education Association
- National Middle School Association

NOTICE

This report is authorized by law (20 U.S. Code 1221e). Results of this survey will appear in summary or statistical form only.

FORM SASS-1A
(9-7-99)

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DEAR DISTRICT ADMINISTRATOR:

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in this survey. The U.S. Census Bureau is conducting this survey by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e).

WHAT IS THE PURPOSE OF THIS SURVEY?

The purpose of this survey is to obtain information about school districts, such as enrollment and teacher counts, graduation requirements, and district policies regarding hiring and compensation of teachers, accountability reporting and other measures of recent reforms. We report data only in statistical summaries.

WHY SHOULD YOUR DISTRICT PARTICIPATE IN THIS SURVEY?

We are conducting this survey with only a sample of school districts. Therefore, the value of your individual contribution is greatly increased because it may represent many other districts. We encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Please return your completed questionnaire in the enclosed envelope to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT.

SINCERELY,

Gary W. Phillips

GARY W. PHILLIPS
ACTING COMMISSIONER OF EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 70 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns about the contents of this questionnaire, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

INSTRUCTIONS

a. We suggest using a pencil or ball point pen to answer this questionnaire.

b. If you have any questions, call the Census Bureau at 1–800–221–1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time).

c.

1a.

0450
1 ☐ Yes
2 ☐ No → *GO to item 2.*

b. Is this school district (or local education agency) still in operation?

0451
1 ☐ Yes
2 ☐ No → *GO to item 2.*

c. Does this school district serve students in one or more of grades 1–12 or comparable ungraded levels?

0452
1 ☐ Yes
2 ☐ No → *GO to item 2.*

d. Since October 1998, has this school district merged with another school district?

0453
1 ☐ Yes
2 ☐ No

2. If you marked "No" to any of items 1a, 1b, or 1c, or if you marked "Yes" to item 1d, please call the Census Bureau at 1–800–221–1204 between 8:30 a.m. and 5:00 p.m. (Eastern Time).

Otherwise, please continue with item 3 on page 4.

3. At the end of this questionnaire, you are asked to record the amount of time required to complete this form, not counting interruptions. Please record the time you begin.

0454 [ ] : [ ]

4a. Is the physical address of this district the same as that on the cover page?

0455 1 ☐ Yes → *GO to Section I below.*

2 ☐ No

b. What is the physical address of this district or local education agency?

	Street	City	State	ZIP Code
5455				

I ENROLLMENT INFORMATION

This section asks for information on the numbers of students, student counts by race-ethnicity, and the district's participation in the National School Lunch Program.

5a. Around the first of October, what was the total number of students enrolled in this district in ALL grade levels?

- *Report only for the district named on the cover page. Please refer to your official fall report. By official we mean the report that you are required to submit by law to the state department of education. Its name varies by state. Report the number of students by HEAD COUNTS, not FTEs (full-time equivalent).*

- *INCLUDE prekindergarten, postsecondary, and adult education students as well as students in grades K–12.*

0456 [ ] Total number of students

b. Around the first of October, what was the total number of students enrolled in this district in grades K-12 and comparable ungraded levels?

- *Do NOT include prekindergarten, postsecondary, or adult education students.*

0457 [ ] Number of K–12 students

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6. Around the first of October, how many students in grades K–12 and comparable ungraded levels were:

Do NOT include prekindergarten, postsecondary, or adult education students.

a. Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?

0458 _____ Students

0 ☐ None

b. White, not of Hispanic origin?

0459 _____ Students

0 ☐ None

c. Black, not of Hispanic origin?

0460 _____ Students

0 ☐ None

d. American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?

0461 _____ Students

0 ☐ None

e. Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, Other Asian)?

0462 _____ Students

0 ☐ None

f. Total K-12 students (sum of entries in items 6a–e)

0463 _____ Students

NOTE: *The sum of the entries for items 6a–e should equal the number entered in item 5b on page 4.*

7a. Regardless of whether this district participates in the National School Lunch Program, around the first of October, were any students in this district ELIGIBLE for free or reduced-price lunches?

0464
1 ☐ Yes
2 ☐ No
3 ☐ Don't know

GO to item 8 on page 7.

b. Around the first of October, how many students in this district were ELIGIBLE for free or reduced-price lunches?

Report a separate count for prekindergarten students.

0465 ☐☐☐☐☐☐ Prekindergarten students

0 ☐ None

0466 ☐☐☐☐☐☐ Other students (Kindergarten and higher)

0 ☐ None

c. Does this district participate in the National School Lunch Program?

0467
1 ☐ Yes
2 ☐ No → GO to item 8 on page 7.

d. Around the first of October, how many applicants in this district were APPROVED for free or reduced-price lunches?

Report a separate count for prekindergarten applicants.

0468 ☐☐☐☐☐☐ Prekindergarten applicants approved

0 ☐ None

0469 ☐☐☐☐☐☐ Other applicants approved (Kindergarten and higher)

0 ☐ None

8. How many days are in the school year for students in this district?

0470 [ ][ ][ ] Days per school year

NOTE: For items 9 and 10, include TEACHERS for grades K-12 and comparable ungraded levels.

*Do **NOT** include prekindergarten, postsecondary, or adult education teachers if they teach ONLY those grade levels.*

9. Around the first of October, how many part-time and full-time TEACHERS employed by this district for grades K-12 and comparable ungraded levels were:

Record HEAD COUNTS, not FTEs (full-time equivalent). Do NOT include teachers who teach ONLY prekindergarten, postsecondary, or adult education students.

a. Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?

0471 [ ][ ][ ][ ] Teachers

0 ☐ None

b. White, not of Hispanic origin?

0472 [ ][ ][ ][ ] Teachers

0 ☐ None

c. Black, not of Hispanic origin?

0473 [ ][ ][ ][ ] Teachers

0 ☐ None

d. American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?

0474 [ ][ ][ ][ ] Teachers

0 ☐ None

e. Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, Other Asian)?

0475 [ ][ ][ ][ ] Teachers

0 ☐ None

NOTE: *For item 10, do not include FTEs for:*

- *Prekindergarten (and lower levels)*
- *Postsecondary (beyond grade 12)*
- *Adult education*
- *Counselors*
- *Library media specialists/Librarians*
- *Speech therapists*
- *School nurses*
- *Psychologists*
- *Social workers*
- *Administrators and other nonteaching personnel*
- *Teacher aides*
- *Day care aides*
- *Short-term substitute teachers*
- *Student teachers*

10. Around the first of October, what was the total number of FTE (full-time equivalent) teachers employed by this district for grades K-12 and comparable ungraded levels?

Report the FTE count to the nearest TENTH, e.g., 363.5, 5324.0, etc.

0476 [ ]. [ ] Teachers

YOUR COMMENTS

II RECRUITMENT AND HIRING OF TEACHERS

This section asks about teacher recruiting and hiring criteria, job offers, dismissals, and the nature of collective bargaining.

11. Are the following criteria used in considering applicants for teaching positions in this district?

a. Full standard state certification for field to be taught

0477
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

b. At least emergency or temporary state certification or endorsement for field to be taught

0479
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

c. Graduation from a state-approved teacher education program

0480
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

d. College major or minor in field to be taught

0481
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

e. Passage of a STATE test of basic skills

0482
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

f. Passage of a STATE test of subject knowledge

0483
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

g. Passage of a local DISTRICT test of basic skills or subject knowledge

0484
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

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11. Are the following criteria used in considering applicants for teaching positions in this district? – Continued

h. Passage of the Praxis Series Core Battery Test of Professional Knowledge

0485
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

i. Passage of the Praxis II: Subject Assessment

0486
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

12a. For this school year, how many teachers were newly hired by this district for grades K–12 and comparable ungraded levels?

Report head counts, not FTEs.

0487 ☐☐☐☐☐ Teachers

0 ☐ None → *GO to item 13 on page 11.*

b. Of the newly hired teachers, how many of the job offers to these teachers were made –

(1) Before the 1999 summer break?

0488 ☐☐☐☐ Offers

0 ☐ None

(2) During the first half of summer break?

0489 ☐☐☐☐ Offers

0 ☐ None

(3) During the second half of summer break?

0490 ☐☐☐☐ Offers

0 ☐ None

(4) After the beginning of this school year (1999–2000)?

0491 ☐☐☐☐ Offers

0 ☐ None

13. Has this district used the following procedures to dismiss poor or incompetent teachers?

a. Criteria for dismissal are met; teacher is dismissed

0492
1 ☐ Yes
2 ☐ No

b. Poor or incompetent teachers identified and "counseled" out of teaching

0493
1 ☐ Yes
2 ☐ No

c. Non-tenured teachers' contracts are not renewed

0494
1 ☐ Yes
2 ☐ No

14. During the last school year, how many teachers of the following types were DISMISSED for poor performance?

a. Teachers with 3 or fewer years of experience

0495 ☐☐☐ Teachers
0 ☐ None

b. Teachers with more than 3 years of experience

0496 ☐☐☐☐ Teachers
0 ☐ None

15a. Does this district have an agreement with a teachers' union or organization for the purpose of collective bargaining or meet-and-confer discussions?

0497
1 ☐ Yes
2 ☐ No → *GO to item 16.*

b. Which type of agreement?

Mark (X) only one box.

0498
1 ☐ Collective bargaining
2 ☐ Meet-and-confer

16. How many months is the normal contract year for a teacher in this district?

Mark (X) only one box.

0499
1 ☐ 9 months
2 ☐ 9 1/2 months
3 ☐ 10 months
4 ☐ 11 months
5 ☐ 12 months

III COMPENSATION

This section asks about the teacher salary schedule and benefit rates for teachers and other personnel in your district.

17. Is there a salary schedule for teachers in this district?

0500
1 ☐ Yes
2 ☐ No → *GO to item 20.*

18. According to the salary schedule, what is the normal yearly base salary for –

Report salaries in whole dollars.

a. A teacher with a bachelor's degree and no teaching experience?

0501 $ _____ .00 per year

b. A teacher with a bachelor's degree and 10 years of teaching experience?

0502 $ _____ .00 per year

c. A teacher with a master's degree (or its equivalent in credit hours beyond a bachelor's degree) and no teaching experience?

0503 $ _____ .00 per year

d. A teacher with a master's degree plus 30 credits, and no teaching experience?

0504 $ _____ .00 per year

e. A teacher with a master's degree (or its equivalent in credit hours) and 20 years of teaching experience?

0505 $ _____ .00 per year

f. A teacher at the highest possible step on the salary schedule?

0506 $ _____ .00 per year

19. *If you completed item 18* → *GO to item 21 on page 13.*

20. What is the range of full-time teachers' yearly base salaries in this district?

Report salaries in whole dollars.

0507 $ _____ .00 per year (Lowest)

TO

0508 $ _____ .00 per year (Highest)

21. According to the district budget for this fiscal year, what is the estimated benefit rate for –

- *Report rates as a percentage of payroll. Include district contributions on behalf of employees for Social Security and other payroll taxes; retirement; medical, dental, disability, unemployment, and life insurance; and all other fringe benefits.*
- *Report each rate to the nearest **tenth**.*

a. Teachers?

0509 ____.____ % of payroll

b. Non-professional personnel such as clerical and custodial staff?

0510 ____.____ % of payroll

c. School administrators?

0511
1 ☐ Same as rate for teachers
2 ☐ Other rate

0512 ____.____ % of payroll

d. Teacher aides?

0513
1 ☐ Same as rate for teachers
2 ☐ Same as rate for non-professional personnel
3 ☐ Other rate

0514 ____.____ % of payroll

22a. Does a state, city or county agency other than this school district make additional contributions for employee benefits for TEACHERS?

0515
1 ☐ Yes
2 ☐ No → *GO to item 23 on page 14.*

b. What is the estimated benefit rate for additional state, city or county contributions for teachers' benefits?

0516 ____.____ % of payroll

23. Does this district offer the following benefits to TEACHERS?

a. General medical insurance

0517 1 ☐ Yes
2 ☐ No

b. Dental insurance

0518 1 ☐ Yes
2 ☐ No

c. Group life insurance

0519 1 ☐ Yes
2 ☐ No

24. Does this district offer the following income in-kind to TEACHERS?

a. Housing

0520 1 ☐ Yes
2 ☐ No

b. Meals

Include free or reduced-price lunch.

0521 1 ☐ Yes
2 ☐ No

c. Transportation

Include mileage reimbursement for itinerant teachers.

0522 1 ☐ Yes
2 ☐ No

YOUR COMMENTS

IV SCHOOL AND STUDENT PERFORMANCE

This section asks for information on school performance and student achievement.

25. Does this district have performance reports that include –

a. Test results from state, local, or national standardized assessments?

0524 1 ☐ Yes
2 ☐ No

b. Student attendance rates?

0525 1 ☐ Yes
2 ☐ No

c. Graduation rates?

0526 1 ☐ Yes
2 ☐ No

d. Dropout rates?

0527 1 ☐ Yes
2 ☐ No

e. Student mobility rates?

0528 1 ☐ Yes
2 ☐ No

f. SAT/ACT scores?

0529 1 ☐ Yes
2 ☐ No

g. Postsecondary placements of graduating seniors?

0530 1 ☐ Yes
2 ☐ No

h. Employment placements of graduating seniors?

0531 1 ☐ Yes
2 ☐ No

i. Data reported by demographic group (limited-English proficiency, gender, race, special education, socio-economic status, etc.)?

0532 1 ☐ Yes
2 ☐ No

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26. Does this district use performance reports –

a. To evaluate the progress of students in your district or schools?

0533 1 ☐ Yes
2 ☐ No

b. To determine the next year's instructional focus?

0534 1 ☐ Yes
2 ☐ No

c. To realign the curriculum, e.g., with assessment and other indicator criteria?

0535 1 ☐ Yes
2 ☐ No

d. To inform parents and the community of the district's and/or school's progress?

0536 1 ☐ Yes
2 ☐ No

e. To prompt school-level initiatives for improvements?

0537 1 ☐ Yes
2 ☐ No

27. Does this district distribute school-level performance reports to the schools?

0538 1 ☐ Yes
2 ☐ No

28. Does this district require schools to participate in a district-level assessment program?

Mark (X) only one box.

0539 1 ☐ Yes, all schools must participate
2 ☐ Yes, but charter schools are exempt
3 ☐ No, schools can participate on a voluntary basis
4 ☐ No, there is no district-level assessment program

29a. Does this STATE reward districts or schools for student achievement?

0540 1 ☐ Yes
2 ☐ No

b. Does this STATE sanction districts or schools for poor student achievement?

0541 1 ☐ Yes
2 ☐ No

30a. Does this DISTRICT reward schools for student achievement?

0542 1 ☐ Yes
2 ☐ No

b. Does this DISTRICT sanction schools for poor student achievement?

0543 1 ☐ Yes
2 ☐ No

31. *If you marked "No" for ALL of items 29a, 29b, 30a , and 30b above* → *GO to Section V at the top of page 19.* *Otherwise, please continue with item 32.*

32. During the last 12 months, how many schools in this district received the following rewards or sanctions for student achievement?

a. Received cash or resource rewards

0544 _____ Schools
0 ☐ None

b. Received other recognition award

0545 _____ Schools
0 ☐ None

c. Received technical assistance to improve the school

0546 _____ Schools
0 ☐ None

d. Had the principal reassigned or released

0547 _____ Schools
0 ☐ None

e. Were taken over by a higher level governing body

0548 _____ Schools
0 ☐ None

f. Had the teaching staff reconstituted

0549 _____ Schools
0 ☐ None

33. During the last 12 months, has this DISTRICT –

a. Been rewarded for meeting state student achievement goals?

0550 1 ☐ Yes
2 ☐ No

b. Received warnings for not meeting state student achievement goals?

0551 1 ☐ Yes
2 ☐ No

c. Been taken over for not meeting state student achievement goals?

0552 1 ☐ Yes
2 ☐ No

YOUR COMMENTS

V SCHOOL ORGANIZATION

This section asks about the existence of charter schools and the availability of choice and magnet programs in your district.

34a. Are there any charter schools currently operating under your district's authority?

("Charter school" means a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may previously have been a public or private school.)

0553
1 ☐ Yes
2 ☐ No → *GO to item 35a.*

b. How many charter schools?

0554 ☐☐☐ Charter schools

35a. Does this district have a public school "choice" program in which students can choose to enroll in either their assigned school or another school WITHIN THE DISTRICT?

0555
1 ☐ Yes
2 ☐ No → *GO to item 36a.*

b. Do students have to provide justification for their choice of schools?

0556
1 ☐ Yes
2 ☐ No

36a. Does this district have a public school "choice" program in which students, at no tuition cost to themselves or their families, can enroll in a school IN ANOTHER DISTRICT?

0557
1 ☐ Yes
2 ☐ No → *GO to item 37a.*

b. How many students from your district are enrolled in schools in other districts as a result of this program?

0558 ☐☐☐☐ Students

37a. Does this district have a public school "choice" program in which STUDENTS FROM OTHER DISTRICTS, at no tuition cost to themselves or their families, can enroll in a school within your district?

0559
1 ☐ Yes
2 ☐ No → *GO to item 38a on page 20.*

b. How many students from outside your district are enrolled in schools in this district as a result of this program?

0560 ☐☐☐☐ Students

38a. Does this district have a magnet program?

(A program in which some or all schools offer enhancements such as special curricular themes or methods of instruction intended to attract students from outside their normal attendance area.)

0561
1 ☐ Yes
2 ☐ No → *GO to item 39.*

b. Is one of the purposes of this district's magnet program to attract students of different racial/ethnic backgrounds, for the purpose of ACHIEVING RACIAL BALANCE or REDUCING RACIAL ISOLATION?

("Achieving racial balance or reducing racial isolation" refers to bringing the proportions of minority and nonminority students enrolled in a school closer to the district proportions.)

0562
1 ☐ Yes
2 ☐ No

39. Does this district offer the following public school "choice" programs?

a. School within a school

0563
1 ☐ Yes
2 ☐ No

b. Postsecondary

0564
1 ☐ Yes
2 ☐ No

c. Other

0565
1 ☐ Yes – *Specify*

5565 _____

2 ☐ No

YOUR COMMENTS

VI HOMESCHOOLING

This section asks questions about the existence of homeschooling and the criteria for student performance.

40. Does this district monitor the progress of homeschooled students?

0566
1 ☐ Yes
2 ☐ No → GO to Section VII on page 22.

41. Are homeschooled students in this district required to meet state or district accountability standards?

Mark (X) only one box.

0567
1 ☐ Yes, state standards
2 ☐ Yes, district standards
3 ☐ Yes, both state and district standards
4 ☐ No → GO to Section VII on page 22.

42a. Are homeschooled students required to perform at or above the same specific level as public school students on state or district achievement tests?

0568
1 ☐ Yes
2 ☐ No → GO to item 43a.

b. Is this a state requirement, a district requirement, or both?

Mark (X) only one box.

0569
1 ☐ State requirement
2 ☐ District requirement
3 ☐ Both a state and a district requirement

43a. Are homeschooled students required to perform at or above a specified level on another achievement test, other than the above state or district tests?

0570
1 ☐ Yes
2 ☐ No → GO to item 44a.

b. Is this a state requirement, a district requirement, or both?

Mark (X) only one box.

0571
1 ☐ State requirement
2 ☐ District requirement
3 ☐ Both a state and a district requirement

44a. Are homeschooled students required to submit evidence of grade level performance other than achievement testing?

0572
1 ☐ Yes
2 ☐ No → GO to Section VII on page 22.

b. Is this a state requirement, a district requirement, or both?

Mark (X) only one box.

0573
1 ☐ State requirement
2 ☐ District requirement
3 ☐ Both a state and a district requirement

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VII GRADUATION REQUIREMENTS

This section asks about years of instruction in various subjects required for graduation, as well as community service requirements and other assessments necessary for graduation.

45. Does this district grant high school diplomas?

Do not include vocational certificates, certificates of attendance, or certificates of completion.

0574
1 ☐ Yes
2 ☐ No → GO to section VIII on page 24.

46. For high school graduates of the class of 2000, how many years of instruction are required in each of the following areas?

Record the number to the nearest TENTH, e.g., 3.0, 2.5, etc.

a. English/Language arts

0575 ___.___ Years

0 ☐ None

b. Mathematics

0576 ___.___ Years

0 ☐ None

c. Computer science

0577 ___.___ Years

0 ☐ None

d. Social sciences, social studies (e.g., history, geography, economics)

0578 ___.___ Years

0 ☐ None

e. Physical or biological sciences

0579 ___.___ Years

0 ☐ None

f. Foreign languages

0580 ___.___ Years

0 ☐ None

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47a. Do these requirements reflect a 3-year or a 4-year program?

Mark (X) only one box.

0581
1 ☐ 3-year program
2 ☐ 4-year program
→ *GO to item 48a.*
3 ☐ Other

b. How many years?

0582 ☐ Years

48a. Does this district have a community service requirement for students in the class of 2000?

0583
1 ☐ Yes
2 ☐ No → *GO to item 49.*

b. Does this district require a certain number of hours of community service?

0584
1 ☐ Yes
2 ☐ No → *GO to item 49.*

c. How many hours are required?

0585 ☐☐☐ Hours

49. Are students required to pass a state or district assessment to graduate from high school?

0586
1 ☐ Yes
2 ☐ No

YOUR COMMENTS

VIII PROFESSIONAL DEVELOPMENT

This section asks for information on types of training programs, funding, and incentives for participation.

50. Does this district have a training or development program for aspiring SCHOOL administrators?

0587 1 ☐ Yes
2 ☐ No

51. Does this district provide the following professional development opportunities for SCHOOL OR DISTRICT administrators?

Include coordinators, supervisors, principals, directors, superintendents, and school board members.

a. Administrative internships

0588 1 ☐ Yes
2 ☐ No

b. Training in management techniques

0589 1 ☐ Yes
2 ☐ No

c. Training in evaluation and supervision

0590 1 ☐ Yes
2 ☐ No

d. Training to use technology for planning, budgeting, decision-making, and reporting

0591 1 ☐ Yes
2 ☐ No

e. Training about advances in curriculum, teaching, and assessment

0592 1 ☐ Yes
2 ☐ No

f. Formal networking opportunities for personnel with similar responsibilities

0593 1 ☐ Yes
2 ☐ No

g. Reimbursement to attend local, state, and national conferences

0594 1 ☐ Yes
2 ☐ No

h. Funding for university or college course work

0595 1 ☐ Yes
2 ☐ No

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51. Does this district provide the following professional development opportunities for SCHOOL OR DISTRICT administrators? –Continued

Include coordinators, supervisors, principals, directors, superintendents, and school board members.

i. Opportunities to serve as mentors within the district

0596
1 ☐ Yes
2 ☐ No

j. Strategic planning retreats

0597
1 ☐ Yes
2 ☐ No

k. Opportunities to visit schools and districts within and outside of the immediate community

0598
1 ☐ Yes
2 ☐ No

52. With regard to the in-service professional development activities for TEACHERS in this district, who has PRIMARY responsibility for –

Mark (X) only one box in a, b, and c.

a. Deciding the content?

0599
1 ☐ Teachers
2 ☐ Principals or other school staff
3 ☐ District staff
4 ☐ Outside professional development providers (e.g., university or college faculty, professional organizations)

b. Designing and planning the activities?

0600
1 ☐ Teachers
2 ☐ Principals or other school staff
3 ☐ District staff
4 ☐ Outside professional development providers (e.g., university or college faculty, professional organizations)

c. Conducting the activities?

0601
1 ☐ Teachers
2 ☐ Principals or other school staff
3 ☐ District staff
4 ☐ Outside professional development providers (e.g., university or college faculty, professional organizations)

53. Are the following sources of funding for teacher professional development activities used in this district?

a. General district operating funds

0602 1 ☐ Yes
2 ☐ No

b. General school operating funds

0603 1 ☐ Yes
2 ☐ No

c. State professional development funds

0604 1 ☐ Yes
2 ☐ No

d. Special project budgets

0605 1 ☐ Yes
2 ☐ No

e. School improvement funds

0606 1 ☐ Yes
2 ☐ No

f. Title I

0607 1 ☐ Yes
2 ☐ No

g. Eisenhower program

0608 1 ☐ Yes
2 ☐ No

h. Other federal programs

0609 1 ☐ Yes
2 ☐ No

i. Private sector grants

0610 1 ☐ Yes
2 ☐ No

YOUR COMMENTS

54. Does this district currently use any pay incentives such as cash bonuses, salary increases, or different steps on the salary schedule to –

a. Reward teachers who have attained National Board for Professional Teaching Standards certification?

0611 1 ☐ Yes
2 ☐ No

b. Reward excellence in teaching?

0612 1 ☐ Yes
2 ☐ No

c. Reward completion of in-service professional development?

0613 1 ☐ Yes
2 ☐ No

d. Recruit or retain teachers to teach in a less desirable location?

0614 1 ☐ Yes
2 ☐ No

55a. Does this district currently use any pay incentives to recruit or retain teachers to teach in fields of shortage?

0615 1 ☐ Yes
2 ☐ No → *GO to item 56a on page 28.*

b. Are pay incentives offered to recruit or retain teachers to teach in the following fields?

(1) General elementary

0616 1 ☐ Yes
2 ☐ No

(2) Special education

0617 1 ☐ Yes
2 ☐ No

(3) English/Language arts

0618 1 ☐ Yes
2 ☐ No

(4) Social studies

0619 1 ☐ Yes
2 ☐ No

(5) Computer science

0620 1 ☐ Yes
2 ☐ No

(6) Mathematics

0621 1 ☐ Yes
2 ☐ No

55b. Are pay incentives offered to recruit or retain teachers to teach in the following fields? – Continued

(7) Physical sciences

0622 1 ☐ Yes
2 ☐ No

(8) Biological or life sciences

0623 1 ☐ Yes
2 ☐ No

(9) English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL) or bilingual education

0624 1 ☐ Yes
2 ☐ No

(10) Foreign languages

0625 1 ☐ Yes
2 ☐ No

(11) Music or art

0626 1 ☐ Yes
2 ☐ No

(12) Vocational or technical education

0627 1 ☐ Yes
2 ☐ No

56a. Is free training available in this district, regardless of funding source, to prepare staff members to teach in fields with current or anticipated shortages?

0628 1 ☐ Yes
2 ☐ No → *GO to section IX on page 30.*

b. Is this free training provided for the following fields?

(1) General elementary

0629 1 ☐ Yes
2 ☐ No

(2) Special education

0630 1 ☐ Yes
2 ☐ No

(3) English/Language arts

0631 1 ☐ Yes
2 ☐ No

56b. Is this free training provided for the following fields? – Continued

(4) Social studies

0632
1 ☐ Yes
2 ☐ No

(5) Computer science

0633
1 ☐ Yes
2 ☐ No

(6) Mathematics

0634
1 ☐ Yes
2 ☐ No

(7) Physical sciences

0635
1 ☐ Yes
2 ☐ No

(8) Biological or life sciences

0636
1 ☐ Yes
2 ☐ No

(9) English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL) or bilingual education

0637
1 ☐ Yes
2 ☐ No

(10) Foreign languages

0638
1 ☐ Yes
2 ☐ No

(11) Music or art

0639
1 ☐ Yes
2 ☐ No

(12) Vocational or technical education

0640
1 ☐ Yes
2 ☐ No

IX MIGRANT EDUCATION

This section asks for information about the enrollment of, and services provided to, migrant students.

57a. Last REGULAR SCHOOL YEAR (1998–1999), were any migrant students enrolled in this district?

(Migrant students are students who move from school to school because they are children of migrant agricultural workers, including migratory dairy workers and migratory fishers.)

0641 1 ☐ Yes
2 ☐ No

b. Were any migrant students enrolled in this district during the 1999 summer session?

0642 1 ☐ Yes
2 ☐ No

c. *If you marked "No" for both items 57a and 57b above* → *GO to item 67 on page 33.*

Otherwise, please continue with item 58.

58. What was the total cumulative enrollment of migrant students during the last regular school year (1998–1999) AND the 1999 summer session?

0643 ☐☐☐☐☐ Migrant students

59. During the last REGULAR SCHOOL YEAR (1998-1999), did any migrant students in this district receive services funded by the Title I Part C Migrant Education Program (MEP)?

0644 1 ☐ Yes
2 ☐ No → *GO to item 62 on page 31.*

60. During the last REGULAR SCHOOL YEAR (1998–1999), were Migrant Education Program (MEP) funded services provided by –

a. Individual schools?

0645 1 ☐ Yes
2 ☐ No

b. This district?

0646 1 ☐ Yes
2 ☐ No

c. Another district?

0647 1 ☐ Yes
2 ☐ No

d. The state education agency?

0648 1 ☐ Yes
2 ☐ No

60. During the last REGULAR SCHOOL YEAR (1998-1999), were Migrant Education Program (MEP) funded services provided by – Continued

e. A college or university?

0649 1 ☐ Yes
2 ☐ No

f. A community organization?

0650 1 ☐ Yes
2 ☐ No

g. A private school?

0651 1 ☐ Yes
2 ☐ No

61. During the last REGULAR SCHOOL YEAR (1998-1999), were any of the following staff positions in this district funded in whole or in part with MEP funds?

a. Administrators

0652 1 ☐ Yes
2 ☐ No

b. Teachers

0653 1 ☐ Yes
2 ☐ No

c. Teacher aides

0654 1 ☐ Yes
2 ☐ No

62. Approximately what percentage of your district's migrant students attended schools in your district for the ENTIRE 1998-1999 regular school year, EXCLUDING the 1999 summer session?

Mark only one box.

0655 0 ☐ None
1 ☐ 01 – 20%
2 ☐ 21 – 40%
3 ☐ 41 – 60%
4 ☐ 61 – 80%
5 ☐ 81 – 100%

63. Now consider just the migrant students who spent LESS than the entire 1998-1999 regular school year in one of your schools. About how many spent less than the entire regular school year because of an agricultural-related move?

Mark only one box.

0656 1 ☐ All
2 ☐ Most
3 ☐ Some
4 ☐ Few
5 ☐ None

64. During the 1999 SUMMER SCHOOL SESSION, did any migrant students in this district receive services funded by the Title I Part C Migrant Education Program (MEP)?

0657
1 ☐ Yes
2 ☐ No → GO to item 67 on page 33.

65. During the 1999 SUMMER SCHOOL SESSION, were MEP funded services provided by –

a. Individual schools?

0658
1 ☐ Yes
2 ☐ No

b. This district?

0659
1 ☐ Yes
2 ☐ No

c. Another district?

0660
1 ☐ Yes
2 ☐ No

d. The state education agency?

0661
1 ☐ Yes
2 ☐ No

e. A college or university?

0662
1 ☐ Yes
2 ☐ No

f. A community organization?

0663
1 ☐ Yes
2 ☐ No

g. A private school?

0664
1 ☐ Yes
2 ☐ No

66. During the 1999 SUMMER SCHOOL SESSION, were any of the following staff positions in this district funded in whole or in part with MEP funds?

a. Administrators

0665
1 ☐ Yes
2 ☐ No

b. Teachers

0666
1 ☐ Yes
2 ☐ No

c. Teacher aides

0667
1 ☐ Yes
2 ☐ No

67. Not counting interruptions, how long did it take you to complete this questionnaire?

0668 ____ Minutes

68. Please record the date you completed this questionnaire.

Report month as a number, that is, 01 for January, 02 for February, etc.

Month Day Year

0669 ____ ____ ____

YOUR COMMENTS

Thank you very much for your participation in this survey.

Please return this survey in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

To learn more about this survey, see the Schools and Staffing Survey (SASS) on the World Wide Web at:

http://nces.ed.gov/surveys/sass

Look for the report, "Public School Districts in the United States: A Statistical Profile, 1987-88 to 1993-94," under Publications (NCES 98-203).

Additional education data collected by the National Center for Education Statistics on teachers, principals, schools, school finance, and many other topics are available from the Center's Web site at:

http://nces.ed.gov

For additional data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

http://www.fedstats.gov

OMB No. 1850-0598: Approval Expires 09/30/2001

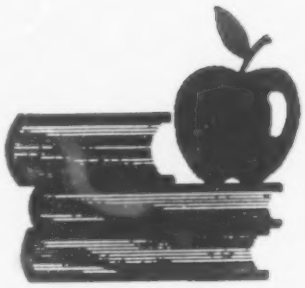
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by:
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU

PUBLIC SCHOOL PRINCIPAL QUESTIONNAIRE

SCHOOLS AND STAFFING SURVEY

1999–2000



(Please correct any errors in name, address, and ZIP Code.)

THIS SURVEY HAS BEEN ENDORSED BY:

- American Association of School Administrators
- American Counseling Association
- American Federation of Teachers
- Council of Chief State School Officers
- Council of Great City Schools
- Department of Middle Level Services, National Association of Secondary School Principals
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Center for Improving Science Education
- National Council of Teachers of Mathematics
- National Education Association
- National Middle School Association

NOTICE

This report is authorized by law (20 U.S. Code 1221e). Results of this survey will appear in summary or statistical form only.

FORM SASS-2A
(7-27-99)

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DEAR PRINCIPAL:

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in this survey. The U.S. Census Bureau is conducting this survey by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e).

WHAT IS THE PURPOSE OF THIS SURVEY?

The purpose of this survey is to obtain information about the training, experience, professional background and characteristics of school principals. We will report the data only in statistical summaries.

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?

We are conducting this survey with only a sample of school principals. Therefore, the value of your individual contribution is greatly increased because it represents many other school principals. We encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Please return your completed questionnaire in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT.

SINCERELY,

Gary W. Phillips

GARY W. PHILLIPS
ACTING COMMISSIONER OF EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns about the contents of this questionnaire, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

INSTRUCTIONS

1a. It is important that this questionnaire be completed by the school PRINCIPAL, not by anyone else.

b. We suggest using a pencil or ball point pen to answer this questionnaire.

c. If you have any questions, please call the Census Bureau at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time).

d.

2a.

0050 1 ☐ Yes

2 ☐ No → *Please enter the year when the school closed, and then GO TO item 3.*

0051 1 9 ☐ ☐

b. Does this school have a principal?

0052 1 ☐ Yes

2 ☐ No

---

3. If you marked "No" for either item 2a or 2b above, do not complete this questionnaire. Return it in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail the questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

If you did NOT mark "No" for either item 2a or 2b above, continue with item 4.

---

4. At the end of this questionnaire, you are asked to record the amount of time required to complete this form, not counting interruptions. Please record the time you begin.

☐ ☐ : ☐ ☐

YOUR COMMENTS

EXPERIENCE AND TRAINING: Items 5-7

This section asks about your work experience as a principal, previous positions you have held, and training you have had for your principalship.

5. PRIOR to this school year, how many years were you employed in each of the following positions?

Count part of a year as 1 year. If none, mark (X) the box.

a. As the principal of THIS school

0053 ☐☐ Year(s)

o ☐ None

b. As the principal of other schools

0054 ☐☐ Year(s)

o ☐ None

6a. PRIOR to becoming a principal, how many years of elementary or secondary teaching experience did you have?

Count part of a year as 1 year. If none, mark (X) the box.

0055 ☐☐ Year(s) of teaching

o ☐ None

b. SINCE becoming a principal, how many years of elementary or secondary teaching experience have you had?

Count part of a year as 1 year. If none, mark (X) the box.

0056 ☐☐ Year(s) of teaching

o ☐ None → *GO TO item 6d on page 5.*

c. Are you currently teaching in this school in which you are now serving as principal?

0057 1 ☐ Yes

2 ☐ No

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6d. BEFORE you became a principal, did you hold the following school positions?

(1) Department head

0058
1 ☐ Yes
2 ☐ No

(2) Curriculum specialist or coordinator

0059
1 ☐ Yes
2 ☐ No

(3) Assistant principal or program director

0060
1 ☐ Yes
2 ☐ No

(4) Guidance counselor

0061
1 ☐ Yes
2 ☐ No

(5) Library media specialist/Librarian

0062
1 ☐ Yes
2 ☐ No

(6) Athletic coach/Athletic director

0063
1 ☐ Yes
2 ☐ No

(7) Sponsor for student clubs, debate teams

0064
1 ☐ Yes
2 ☐ No

7a. Prior to becoming a principal, did you participate in any district or school training or development program for ASPIRING school principals?

0065
1 ☐ Yes
2 ☐ No

b. Have you ever participated in a training program for Indian education administration?

0066
1 ☐ Yes
2 ☐ No

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II ATTITUDES AND OPINIONS ABOUT EDUCATION AND YOUR SCHOOL: Items 8-11

This section asks for your views about educational goals and school problems, and for information about school governance.

8. We are interested in the importance you place on various educational goals. From the following eight goals, which do you consider the most important, the second most important, and the third most important?

1 - Building basic literacy skills (reading, math, writing, speaking)

2 - Encouraging academic excellence

3 - Promoting occupational or vocational skills

4 - Promoting good work habits and self-discipline

5 - Promoting personal growth (self-esteem, self-knowledge, etc.)

6 - Promoting human relations skills

7 - Promoting specific moral values

8 - Promoting multi-cultural awareness or understanding

0067 ☐ Most important

0068 ☐ Second most important

0069 ☐ Third most important

9. Please indicate how far along you think your school is in -

Mark (X) one box on each line.

		Just beginning	Long way to go	Almost there	We've reached our goal	Not applicable
a. Implementing educational goals.	0070	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Implementing organizational/governance goals.	0071	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Establishing a secure financial base.	0072	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Attracting and retaining students.	0073	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Developing a student assessment system.	0074	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Involving parents in the school.	0075	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

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10. **Using the scale 1-5, where 1 is "No influence" and 5 is "A great deal of influence," how much ACTUAL influence do you think each group or person has on decisions concerning the following activities?**

Mark (X) one box on each line.

		No influence ←				→ A great deal of influence
		1	2	3	4	5
a. SETTING PERFORMANCE STANDARDS FOR STUDENTS OF THIS SCHOOL						
(1) State department of education or other state-level bodies (e.g., state board of education)	0076	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Local school board	0077	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) School district staff	0078	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Principal	0079	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Curriculum specialists	0080	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(6) Teachers	0081	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(7) School site council	0082	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(8) Parent association	0083	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. ESTABLISHING CURRICULUM AT THIS SCHOOL						
(1) State department of education or other state-level bodies (e.g., state board of education)	0084	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Local school board	0085	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) School district staff	0086	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Principal	0087	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Curriculum specialists	0088	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(6) Teachers	0089	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(7) School site council	0090	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(8) Parent association	0091	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

10. Continued –

Using the scale 1-5, where 1 is "No influence" and 5 is "A great deal of influence," how much ACTUAL influence do you think each group or person has on decisions concerning the following activities?

		Mark (X) one box on each line.				
		No influence ←				→ A great deal of influence
		1	2	3	4	5
c. DETERMINING THE CONTENT OF IN-SERVICE PROFESSIONAL DEVELOPMENT PROGRAMS FOR TEACHERS IN THIS SCHOOL						
(1) State department of education or other state-level bodies (e.g., state board of education)	0092	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Local school board	0093	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) School district staff	0094	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Principal	0095	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Curriculum specialists	0096	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(6) Teachers	0097	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(7) College and university partners	0098	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(8) School site council	0099	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(9) Parent association	0100	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. EVALUATING TEACHERS IN THIS SCHOOL						
(1) State department of education or other state-level bodies (e.g., state board of education)	0101	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Local school board	0102	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) School district staff	0103	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Principal	0104	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Teachers	0105	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(6) School site council	0106	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(7) Parent association	0107	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

10. Continued –
Using the scale 1-5, where 1 is "No influence" and 5 is "A great deal of influence," how much ACTUAL influence do you think each group or person has on decisions concerning the following activities?

Mark (X) one box on each line.

		No influence ←			→ A great deal of influence
		1	2	3	4	5
e. HIRING NEW FULL-TIME TEACHERS AT THIS SCHOOL						
(1) State department of education or other state-level bodies (e.g., state board of education)	0108	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Local school board	0109	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) School district staff	0110	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Principal	0111	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Teachers	0112	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(6) School site council	0113	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(7) Parent association	0114	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. SETTING DISCIPLINE POLICY AT THIS SCHOOL						
(1) State department of education or other state-level bodies (e.g., state board of education)	0115	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Local school board	0116	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) School district staff	0117	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Principal	0118	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Teachers	0119	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(6) School site council	0120	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(7) Parent association	0121	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. DECIDING HOW YOUR SCHOOL BUDGET WILL BE SPENT						
(1) State department of education or other state-level bodies (e.g., state board of education)	0122	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Local school board	0123	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) School district staff	0124	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Principal	0125	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Curriculum specialists	0126	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(6) Teachers	0127	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(7) School site council	0128	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(8) Parent association	0129	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

11. To what extent is each of the following matters a problem in this school? Indicate whether each is a SERIOUS problem, a MODERATE problem, a MINOR problem, or NOT a problem in this school.

		Mark (X) one box on each line.			
		SERIOUS problem in this school	MODERATE problem in this school	MINOR problem in this school	NOT a problem in this school
a. Student tardiness	0130	1 ☐	2 ☐	3 ☐	4 ☐
b. Student absenteeism	0131	1 ☐	2 ☐	3 ☐	4 ☐
c. Teacher absenteeism	0132	1 ☐	2 ☐	3 ☐	4 ☐
d. Students cutting class	0133	1 ☐	2 ☐	3 ☐	4 ☐
e. Physical conflicts among students	0134	1 ☐	2 ☐	3 ☐	4 ☐
f. Robbery or theft	0135	1 ☐	2 ☐	3 ☐	4 ☐
g. Vandalism of school property	0136	1 ☐	2 ☐	3 ☐	4 ☐
h. Student pregnancy	0137	1 ☐	2 ☐	3 ☐	4 ☐
i. Student use of alcohol	0138	1 ☐	2 ☐	3 ☐	4 ☐
j. Student drug abuse	0139	1 ☐	2 ☐	3 ☐	4 ☐
k. Student possession of weapons	0140	1 ☐	2 ☐	3 ☐	4 ☐
l. Student disrespect for teachers	0141	1 ☐	2 ☐	3 ☐	4 ☐
m. Students dropping out	0142	1 ☐	2 ☐	3 ☐	4 ☐
n. Student apathy	0143	1 ☐	2 ☐	3 ☐	4 ☐
o. Lack of parent involvement	0144	1 ☐	2 ☐	3 ☐	4 ☐
p. Poverty	0145	1 ☐	2 ☐	3 ☐	4 ☐
q. Students coming to school unprepared to learn	0146	1 ☐	2 ☐	3 ☐	4 ☐
r. Poor student health	0147	1 ☐	2 ☐	3 ☐	4 ☐

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III TEACHER PROFESSIONAL DEVELOPMENT: Items 12-16

This section asks about professional development opportunities and activities for teachers.

12. Using the scale 1-5, where 1 is "Not important at all" and 5 is "Very important," how important is each of the following in determining the in-service professional development activities of teachers in this school?

Mark (X) one box on each line.

		Not important at all ← 1	2	3	4	Very important → 5
a. Special state-level initiatives	0148	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. District-level initiatives or district improvement plan	0149	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. School improvement plan	0150	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Implementation of state or local ACADEMIC standards	0151	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Implementation of state or local SKILLS standards	0152	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Teacher preferences	0153	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

13. How often is professional development for teachers at this school -

Mark (X) one box on each line.

		Never	Rarely	Sometimes	Frequently	Always
a. Designed or chosen to support the school's improvement goals?	0154	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Designed or chosen to support the district's improvement goals?	0155	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Designed or chosen to support the implementation of state or local standards?	0156	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Evaluated for evidence of improvement in teacher classroom practice?	0157	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Evaluated for evidence of effects on student achievement?	0158	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Considered part of teachers' regular work?	0159	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Planned by teachers in this school or district?	0160	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. Presented by teachers in this school or district?	0161	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
i. Accompanied by the resources that teachers need (e.g., time and materials) to make changes in the classroom?	0162	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

14. In the last 12 months, how often have you participated in professional development activities with teachers from YOUR school?

Mark (X) only one box.

0163
1 ☐ Never
2 ☐ Once or twice
3 ☐ 3-5 times
4 ☐ 6 or more times

15a. Does this school provide teachers with time for professional development during regular contract hours?

0164
1 ☐ Yes
2 ☐ No → *GO TO item 16 below.*

b. Are the following used to provide teachers in this school with time for professional development during regular contract hours?

(1) Substitute teachers to cover teachers' classes

0165
1 ☐ Yes
2 ☐ No

(2) Early dismissal or late start for students

0166
1 ☐ Yes
2 ☐ No

(3) Professional days built in before the beginning of the school year

0167
1 ☐ Yes
2 ☐ No

(4) Professional days built in during the school year

0168
1 ☐ Yes
2 ☐ No

(5) Professional days built in after the school year

0169
1 ☐ Yes
2 ☐ No

(6) Common planning time for teachers

0170
1 ☐ Yes
2 ☐ No

(7) Reduced teacher work loads (less time in the classroom with students or less time on assigned non-instructional duties)

0171
1 ☐ Yes
2 ☐ No

16. Does your school have its own budget for professional development, that is, an amount of money that YOU control?

0172
1 ☐ Yes
2 ☐ No

IV TEACHER AND SCHOOL PERFORMANCE; PRINCIPAL'S ACTIVITIES: Items 17-23

This section asks about teacher performance, your own professional development and school activities, and district or state performance goals.

17. In your opinion, what percentage of your faculty are presently teaching to high academic standards?

0173 [ ][ ][ ] Percent

18. Are the following considerations barriers to the dismissal of poor or incompetent teachers in this school?

a. Personnel policies

0174 1 ☐ Yes
2 ☐ No

b. Termination decisions not upheld by third party adjudicators

0175 1 ☐ Yes
2 ☐ No

c. Inadequate teacher assessment documentation

0176 1 ☐ Yes
2 ☐ No

d. Tenure

0177 1 ☐ Yes
2 ☐ No

e. Teacher associations and organizations

0178 1 ☐ Yes
2 ☐ No

f. Dismissal is too stressful and uncomfortable for those involved

0179 1 ☐ Yes
2 ☐ No

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19. In the last 12 months, have YOU participated in the following kinds of professional development?

a. University course(s) related to your role as principal

0180 1 ☐ Yes
2 ☐ No

b. Visits to other schools designed to improve your own work as principal

0181 1 ☐ Yes
2 ☐ No

c. Individual or collaborative research on a topic of interest to you professionally

0182 1 ☐ Yes
2 ☐ No

d. Mentoring and/or peer observation and coaching of principals, as part of a formal arrangement that is recognized or supported by the school or district

0183 1 ☐ Yes
2 ☐ No

e. Participating in a principal network (e.g., organized by an outside agency or through the Internet)

0184 1 ☐ Yes
2 ☐ No

f. Workshops or conferences related to your role as principal

0185 1 ☐ Yes
2 ☐ No

g. Workshops or training in which you were the presenter

0186 1 ☐ Yes
2 ☐ No

h. Attending professional association meetings

0187 1 ☐ Yes
2 ☐ No

20a. Does this school have a DECISION-MAKING BODY such as a school site council?

(A school site council is a school-based committee with the authority to assist in the development of, or to approve, school improvement, budget and other educational plans. Such councils are generally composed of teachers, school administrators and parents.)

0188
1 ☐ Yes
2 ☐ No → *GO TO item 21 on page 16.*

b. Are the following persons part of this decision-making body?

- *If this school has more than one such body, respond for the one that has the most influence in decision-making.*

(1) School principal

0189
1 ☐ Yes
2 ☐ No

(2) School vice principal or assistant principal

0190
1 ☐ Yes
2 ☐ No

(3) Teachers

0191
1 ☐ Yes
2 ☐ No

(4) Department heads

0192
1 ☐ Yes
2 ☐ No

(5) Students

0193
1 ☐ Yes
2 ☐ No

(6) Parents

0194
1 ☐ Yes
2 ☐ No

(7) Community representatives

0195
1 ☐ Yes
2 ☐ No

(8) Superintendent or other district representativa

0196
1 ☐ Yes
2 ☐ No

21. IN THE LAST MONTH, approximately how often did you engage in the following activities in your role as principal of this school?

		Mark (X) one box on each line.			
		Never	Once or twice a month	Once or twice a week	Every day
a. Facilitate achievement of the school's mission through such activities as consensus building, planning, obtaining resources, monitoring progress, etc.	0197	1 ☐	2 ☐	3 ☐	4 ☐
b. Supervise and evaluate faculty and other staff	0198	1 ☐	2 ☐	3 ☐	4 ☐
c. Guide the development and evaluation of curriculum and instruction	0199	1 ☐	2 ☐	3 ☐	4 ☐
d. Facilitate student learning (e.g., eliminate barriers to student learning, establish high expectations for students)	0200	1 ☐	2 ☐	3 ☐	4 ☐
e. Provide and engage staff in professional development activities	0201	1 ☐	2 ☐	3 ☐	4 ☐
f. Build professional community among faculty and other staff	0202	1 ☐	2 ☐	3 ☐	4 ☐
g. Develop public relations (e.g., relationships with parents, community leaders, and the larger community)	0203	1 ☐	2 ☐	3 ☐	4 ☐
h. Maintain the physical security of students, faculty, and other staff	0204	1 ☐	2 ☐	3 ☐	4 ☐
i. Manage school facilities, resources, procedures (e.g., maintenance, budget, schedule)	0205	1 ☐	2 ☐	3 ☐	4 ☐
j. Attend district-level meetings and carry out district-level responsibilities	0206	1 ☐	2 ☐	3 ☐	4 ☐

22a. Has either your district or your state established school performance goals?

0207
1 ☐ Yes
2 ☐ No → *GO TO item 23a on page 18.*

b. Is your school required to meet district or state performance goals?

0208
1 ☐ Yes
2 ☐ No

22c. Did your school meet the minimum district or state performance goals?

0209
1 ☐ Yes
2 ☐ No → *GO TO item 22f below.*

d. As a result of meeting these goals, did your school -

(1) Receive cash bonuses or additional resources that support schoolwide activities?

0210
1 ☐ Yes
2 ☐ No

(2) Receive cash bonuses or additional resources to distribute to teachers?

0211
1 ☐ Yes
2 ☐ No

(3) Receive non-monetary forms of recognition?

0212
1 ☐ Yes – *Please specify.* → 5212 _____
2 ☐ No

e. Did you mark "Yes" for item 22c above?

0213
1 ☐ Yes → *GO TO item 23a on page 18.*
2 ☐ No

f. Was your school -

(1) Required to write a school or program improvement plan?

0214
1 ☐ Yes
2 ☐ No

(2) Put on an evaluation cycle with required targeted improvement dates?

0215
1 ☐ Yes
2 ☐ No

(3) Provided with technical assistance from outside experts on how to improve?

0216
1 ☐ Yes
2 ☐ No

22f. Continued -

Was your school -

(4) Provided with additional resources to support instructional improvement?

0217
1 ☐ Yes
2 ☐ No

(5) Required to replace the principal with a new principal, an administrative director, or a manager?

0218
1 ☐ Yes
2 ☐ No

(6) Subject to reconstitution or takeover regulations?

0219
1 ☐ Yes
2 ☐ No

(7) Penalized by a reduction in state or district funding?

0220
1 ☐ Yes
2 ☐ No

23a. Does your school have a formal school improvement plan?

0221
1 ☐ Yes
2 ☐ No → *GO TO Section V on page 19.*

b. Do you use any of the following to assess your school's progress on this plan?

(1) State or national tests

0222
1 ☐ Yes
2 ☐ No

(2) Parent or student surveys

0223
1 ☐ Yes
2 ☐ No

(3) Portfolio products

0224
1 ☐ Yes
2 ☐ No

V DEMOGRAPHIC INFORMATION: Items 24-30

This section asks about your highest degree and other demographic information.

24. What is the highest degree you have earned?

Mark (X) only one box.

0225
1 ☐ Associate degree
2 ☐ Bachelor's degree (B.A., B.S., B.E., etc.)
3 ☐ Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.)
4 ☐ Education specialist or professional diploma (at least one year beyond master's level)
5 ☐ Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)
6 ☐ Do not have a degree

25. What is your current ANNUAL salary for your position in this school before taxes and deductions?

0226 $ [ ][ ][ ][ ][ ][ ] .00 Per year

26. Are you male or female?

0227
1 ☐ Male
2 ☐ Female

27a. What is your race?

Mark (X) only one box.

0228
1 ☐ American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)
2 ☐ Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)
3 ☐ Black
4 ☐ White

GO TO item 28.

b. Are you enrolled in a state or federally recognized tribe?

0229
1 ☐ Yes
2 ☐ No

28. Are you of Hispanic origin?

0230
1 ☐ Yes
2 ☐ No

29. What is your year of birth?

0231 [1][9][ ][ ] Year of birth

30. How much time did it take you to complete this form, not counting interruptions?

0232 [ ][ ] Minutes

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31. Please enter the date you completed this questionnaire.

Month Day Year

0233 [ ][ ] [ ][ ] [ ][ ][ ][ ]

Thank you very much for your participation in this survey.

Please return this survey in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

Find out more about the Schools and Staffing Survey (SASS) and what principals told us in the last survey. See SASS on the World Wide Web at:

http://nces.ed.gov/surveys/sass

Look for the report "Public and Private School Principals in the United States: A Statistical Profile, 1987-88 to 1993-94," under Publications (NCES 97-455).

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES's Web site at:

http://nces.ed.gov

For additional data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

http://www.fedstats.gov

FORM SASS 2A (7-27-98)

OMB No. 1850-0598. Approval Expires 09/30/2001

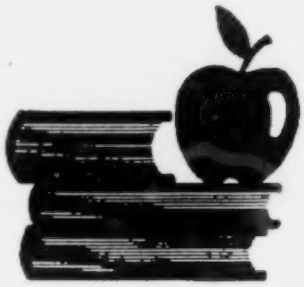
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by:
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU

PRIVATE SCHOOL PRINCIPAL QUESTIONNAIRE

SCHOOLS AND STAFFING SURVEY

1999–2000



(Please correct any errors in name, address, and ZIP Code.)

THIS SURVEY HAS BEEN ENDORSED BY:

American Montessori Society
American Muslim Council
Association of Christian Schools International
Association of Christian Teachers and Schools
Association of Waldorf Schools of North America
Christian Schools International
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Jesuit Secondary Education Association
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National Independent Private Schools Association
North American Division of Seventh-Day Adventists
Oral Roberts University Educational Fellowship
Torah Umesorah – National Society for Hebrew Day Schools
United States Catholic Conference
Wisconsin Evangelical Lutheran Synod

NOTICE

This report is authorized by law (20 U.S. Code 1221e). Results of this survey will appear in summary or statistical form only.

FORM **SASS-2B**
(8-16-99)

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DEAR PRINCIPAL/SCHOOL HEAD:

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in this survey. The U.S. Census Bureau is conducting this survey by the authority of Sections 406(b) and (c) of the General Education Provisions Act, as amended (20 USC 1221e).

WHAT IS THE PURPOSE OF THIS SURVEY?

The purpose of this survey is to obtain information about the training, experience, professional background and characteristics of school principals/school heads. We will report the data only in statistical summaries.

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?

We are conducting this survey with only a sample of school principals/school heads. Therefore, the value of your individual contribution is greatly increased because it represents many other school principals/school heads. We encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Please return your completed questionnaire in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT.

SINCERELY,

Gary W. Phillips

GARY W. PHILLIPS
ACTING COMMISSIONER OF EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns about the contents of this questionnaire, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

INSTRUCTIONS

1a. It is important that this questionnaire be completed by the school PRINCIPAL/SCHOOL HEAD, not by anyone else.

b. We suggest using a pencil or ball point pen to answer this questionnaire.

c. If you have any questions, please call the Census Bureau at 1–800–221–1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time).

d.

2a.

0050 1 ☐ Yes

2 ☐ No → *Please enter the year when the school closed, and then GO TO item 3.*

0051 | 1 | 9 | | |

b. Does this school have a principal/school head?

0052 1 ☐ Yes

2 ☐ No

---

3. If you marked "No" for either item 2a or 2b above, do not complete this questionnaire. Return it in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail the questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

If you did NOT mark "No" for either item 2a or 2b above, continue with item 4.

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4. At the end of this questionnaire, you are asked to record the amount of time required to complete this form, not counting interruptions. Please record the time you begin.

| | : | |

YOUR COMMENTS

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EXPERIENCE AND TRAINING: Items 5-7

This section asks about your work experience as a principal/school head, previous positions you have held, and training you have had for your principalship.

5. PRIOR to this school year, how many years were you employed in each of the following positions?

Count part of a year as 1 year. If none, mark (X) the box.

a. As the principal/school head of THIS school

0053 ☐☐☐ Year(s)

o ☐ None

b. As the principal/school head of other schools

0054 ☐☐☐ Year(s)

o ☐ None

6a. PRIOR to becoming a principal/school head, how many years of elementary or secondary teaching experience did you have?

Count part of a year as 1 year. If none, mark (X) the box.

0055 ☐☐☐ Year(s) of teaching

o ☐ None

b. SINCE becoming a principal/school head, how many years of elementary or secondary teaching experience have you had?

Count part of a year as 1 year. If none, mark (X) the box.

0056 ☐☐☐ Year(s) of teaching

o ☐ None → *GO TO item 6d on page 5.*

c. Are you currently teaching in this school in which you are now serving as principal/school head?

0057 1 ☐ Yes

2 ☐ No

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6d. BEFORE you became a principal/school head, did you hold the following school positions?

(1) Department head

0058
1 ☐ Yes
2 ☐ No

(2) Curriculum specialist or coordinator

0059
1 ☐ Yes
2 ☐ No

(3) Assistant principal/school head or program director

0060
1 ☐ Yes
2 ☐ No

(4) Guidance counselor

0061
1 ☐ Yes
2 ☐ No

(5) Library media specialist/Librarian

0062
1 ☐ Yes
2 ☐ No

(6) Athletic coach/Athletic director

0063
1 ☐ Yes
2 ☐ No

(7) Sponsor for student clubs, debate teams

0064
1 ☐ Yes
2 ☐ No

7. Prior to becoming a principal/school head, did you participate in any school training or development program for ASPIRING school principals/school heads?

0065
1 ☐ Yes
2 ☐ No

II ATTITUDES AND OPINIONS ABOUT EDUCATION AND YOUR SCHOOL: Items 8-11

This section asks for your views about educational goals and school problems, and for information about school governance.

8. We are interested in the importance you place on various educational goals. From the following eight goals, which do you consider the most important, the second most important, and the third most important?

1 - Building basic literacy skills (reading, math, writing, speaking)

2 - Encouraging academic excellence

3 - Promoting occupational or vocational skills

4 - Promoting good work habits and self-discipline

5 - Promoting personal growth (self-esteem, self-knowledge, etc.)

6 - Promoting human relations skills

7 - Promoting specific moral values

8 - Fostering religious or spiritual development

0067 ☐ Most important

0068 ☐ Second most important

0069 ☐ Third most important

9. Please indicate how far along you think your school is in -

Mark (X) one box on each line.

		Just beginning	Long way to go	Almost there	We've reached our goal	Not applicable
a. Implementing educational goals.	0070	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Implementing organizational/governance goals.	0071	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Establishing a secure financial base.	0072	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Attracting and retaining students.	0073	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Developing a student assessment system.	0074	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Involving parents in the school.	0075	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

10. Using the scale 1-5, where 1 is "No influence" and 5 is "A great deal of influence," how much ACTUAL influence do you think each group or person has on decisions concerning the following activities?

		Mark (X) one box on each line.				
		No influence ←			→	A great deal of influence
		1	2	3	4	5
a. SETTING PERFORMANCE STANDARDS FOR STUDENTS OF THIS SCHOOL						
(1) Governing/Diocesan board	0077	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Principal/School head	0079	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) Curriculum specialists	0080	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Teachers	0081	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Parent association	0083	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. ESTABLISHING CURRICULUM AT THIS SCHOOL						
(1) Governing/Diocesan board	0085	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Principal/School head	0087	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) Curriculum specialists	0088	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Teachers	0089	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Parent association	0091	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

YOUR COMMENTS

10. Continued –

Using the scale 1-5, where 1 is "No influence" and 5 is "A great deal of influence," how much ACTUAL influence do you think each group or person has on decisions concerning the following activities?

		Mark (X) one box on each line.				
		No influence ←			→	A great deal of influence
		1	2	3	4	5
c. DETERMINING THE CONTENT OF IN-SERVICE PROFESSIONAL DEVELOPMENT PROGRAMS FOR TEACHERS IN THIS SCHOOL						
(1) Governing/Diocesan board	0093	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Principal/School head	0095	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) Curriculum specialists	0096	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Teachers	0097	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) College and university partners	0098	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(6) Parent association	0100	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. EVALUATING TEACHERS IN THIS SCHOOL						
(1) Governing/Diocesan board	0102	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Principal/School head	0104	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) Teachers	0105	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Parent association	0107	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

YOUR COMMENTS

10. Continued –

Using the scale 1-5, where 1 is "No influence" and 5 is "A great deal of influence," how much ACTUAL influence do you think each group or person has on decisions concerning the following activities?

Mark (X) one box on each line.

		No influence ←			→ A great deal of influence	
		1	**2**	**3**	**4**	**5**
e. HIRING NEW FULL-TIME TEACHERS AT THIS SCHOOL						
(1) Governing/Diocesan board	0109	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Principal/School head	0111	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) Teachers	0112	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Parent association	0114	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. SETTING DISCIPLINE POLICY AT THIS SCHOOL						
(1) Governing/Diocesan board	0116	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Principal/School head	0118	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) Teachers	0119	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Parent association	0121	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. DECIDING HOW YOUR SCHOOL BUDGET WILL BE SPENT						
(1) Governing/Diocesan board	0123	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Principal/School head	0125	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) Curriculum specialists	0126	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Teachers	0127	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Parent association	0129	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

YOUR COMMENTS

11. To what extent is each of the following matters a problem in this school? Indicate whether each is a SERIOUS problem, a MODERATE problem, or NOT a problem in this school.

Mark (X) one box on each line.

		SERIOUS problem in this school	MODERATE problem in this school	MINOR problem in this school	NOT a problem in this school
a. Student tardiness	0130	1 ☐	2 ☐	3 ☐	4 ☐
b. Student absenteeism	0131	1 ☐	2 ☐	3 ☐	4 ☐
c. Teacher absenteeism	0132	1 ☐	2 ☐	3 ☐	4 ☐
d. Students cutting class	0133	1 ☐	2 ☐	3 ☐	4 ☐
e. Physical conflicts among students	0134	1 ☐	2 ☐	3 ☐	4 ☐
f. Robbery or theft	0135	1 ☐	2 ☐	3 ☐	4 ☐
g. Vandalism of school property	0136	1 ☐	2 ☐	3 ☐	4 ☐
h. Student pregnancy	0137	1 ☐	2 ☐	3 ☐	4 ☐
i. Student use of alcohol	0138	1 ☐	2 ☐	3 ☐	4 ☐
j. Student drug abuse	0139	1 ☐	2 ☐	3 ☐	4 ☐
k. Student possession of weapons	0140	1 ☐	2 ☐	3 ☐	4 ☐
l. Student disrespect for teachers	0141	1 ☐	2 ☐	3 ☐	4 ☐
m. Students dropping out	0142	1 ☐	2 ☐	3 ☐	4 ☐
n. Student apathy	0143	1 ☐	2 ☐	3 ☐	4 ☐
o. Lack of parent involvement	0144	1 ☐	2 ☐	3 ☐	4 ☐
p. Poverty	0145	1 ☐	2 ☐	3 ☐	4 ☐
q. Students coming to school unprepared to learn	0146	1 ☐	2 ☐	3 ☐	4 ☐
r. Poor student health	0147	1 ☐	2 ☐	3 ☐	4 ☐

III TEACHER PROFESSIONAL DEVELOPMENT: Items 12-15

This section asks about professional development opportunities and activities for teachers.

12. Using the scale 1-5, where 1 is "Not important at all" and 5 is "Very important," how important is each of the following in determining the in-service professional development activities of teachers in this school?

Mark (X) one box on each line.

		Not important at all ←			→ Very important
		1	2	3	4	5
a. Initiatives of your private school association or organization	0149	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. School improvement plan	0150	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Implementation of academic standards	0151	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Teacher preferences	0153	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

13. How often is professional development for teachers at this school -

Mark (X) one box on each line.

		Never	Rarely	Some-times	Fre-quently	Always
a. Designed or chosen to support the school's improvement goals?	0154	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Designed or chosen to support the implementation of academic standards?	0156	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Evaluated for evidence of improvement in teacher classroom practice?	0157	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Evaluated for evidence of effects on student achievement?	0158	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Considered part of teachers' regular work?	0159	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Planned by teachers in this school?	0160	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Presented by teachers in this school?	0161	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. Accompanied by the resources that teachers need (e.g., time and materials) to make changes in the classroom?	0162	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

YOUR COMMENTS

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14. In the last 12 months, how often have you participated in professional development activities with teachers from YOUR school?

Mark (X) only one box.

0163
1 ☐ Never
2 ☐ Once or twice
3 ☐ 3–5 times
4 ☐ 6 or more times

15a. Does this school provide teachers with time for professional development during regular working hours?

0164
1 ☐ Yes
2 ☐ No → *GO TO Section IV on page 13.*

b. Are the following used to provide teachers in this school with time for professional development during regular working hours?

(1) Substitute teachers to cover teachers' classes

0165
1 ☐ Yes
2 ☐ No

(2) Early dismissal or late start for students

0166
1 ☐ Yes
2 ☐ No

(3) Professional days built in before the beginning of the school year

0167
1 ☐ Yes
2 ☐ No

(4) Professional days built in during the school year

0168
1 ☐ Yes
2 ☐ No

(5) Professional days built in after the school year

0169
1 ☐ Yes
2 ☐ No

(6) Common planning time for teachers

0170
1 ☐ Yes
2 ☐ No

(7) Reduced teacher work loads (less time in the classroom with students or less time on assigned non-instructional duties)

0171
1 ☐ Yes
2 ☐ No

IV TEACHER AND SCHOOL PERFORMANCE; PRINCIPAL'S ACTIVITIES: Items 16-20

This section asks about teacher performance, your own professional development, decision-making bodies, and school activities.

16. In your opinion, what percentage of your faculty are presently teaching to high academic standards?

0173 [ ][ ][ ] Percent

17. Are the following considerations barriers to the dismissal of poor or incompetent teachers in this school?

a. Personnel policies

0174 1 ☐ Yes
2 ☐ No

b. Termination decisions not upheld by third party adjudicators

0175 1 ☐ Yes
2 ☐ No

c. Inadequate teacher assessment documentation

0176 1 ☐ Yes
2 ☐ No

d. Tenure

0177 1 ☐ Yes
2 ☐ No

e. Teacher associations and organizations

0178 1 ☐ Yes
2 ☐ No

f. Dismissal is too stressful and uncomfortable for those involved

0179 1 ☐ Yes
2 ☐ No

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18. In the last 12 months, have YOU participated in the following kinds of professional development?

a. University course(s) related to your role as principal/school head

0180 1 ☐ Yes
2 ☐ No

b. Visits to other schools designed to improve your own work as principal/school head

0181 1 ☐ Yes
2 ☐ No

c. Individual or collaborative research on a topic of interest to you professionally

0182 1 ☐ Yes
2 ☐ No

d. Mentoring and/or peer observation and coaching of principals/school heads, as part of a formal arrangement that is recognized or supported by the school

0183 1 ☐ Yes
2 ☐ No

e. Participating in a principal/school head network (e.g., organized by an outside agency or through the Internet)

0184 1 ☐ Yes
2 ☐ No

f. Workshops or conferences related to your role as principal/school head

0185 1 ☐ Yes
2 ☐ No

g. Workshops or training in which you were the presenter

0186 1 ☐ Yes
2 ☐ No

h. Attending professional association meetings

0187 1 ☐ Yes
2 ☐ No

19a. Does this school have a DECISION-MAKING BODY such as a school board?

0188
1 ☐ Yes
2 ☐ No → *GO TO item 20 on page 16.*

b. Are the following persons part of this decision-making body?

If this school has more than one such body, respond for the one that has the most influence in decision-making.

(1) School principal/school head

0189
1 ☐ Yes
2 ☐ No

(2) School vice principal or assistant principal/school head

0190
1 ☐ Yes
2 ☐ No

(3) Teachers

0191
1 ☐ Yes
2 ☐ No

(4) Department heads

0192
1 ☐ Yes
2 ☐ No

(5) Students

0193
1 ☐ Yes
2 ☐ No

(6) Parents

0194
1 ☐ Yes
2 ☐ No

(7) Community representatives

0195
1 ☐ Yes
2 ☐ No

(8) Diocesan or other governing institution representative

0196
1 ☐ Yes
2 ☐ No

20. IN THE LAST MONTH, approximately how often did you engage in the following activities in your role as principal/head of this school?

		Mark (X) one box on each line.			
		Never	Once or twice a month	Once or twice a week	Every day
a. Facilitate achievement of the school's mission through such activities as consensus building, planning, obtaining resources, monitoring progress, etc.	0197	1 ☐	2 ☐	3 ☐	4 ☐
b. Supervise and evaluate faculty and other staff	0198	1 ☐	2 ☐	3 ☐	4 ☐
c. Guide the development and evaluation of curriculum and instruction	0199	1 ☐	2 ☐	3 ☐	4 ☐
d. Facilitate student learning (e.g., eliminate barriers to student learning, establish high expectations for students)	0200	1 ☐	2 ☐	3 ☐	4 ☐
e. Provide and engage staff in professional development activities	0201	1 ☐	2 ☐	3 ☐	4 ☐
f. Build professional community among faculty and other staff	0202	1 ☐	2 ☐	3 ☐	4 ☐
g. Develop public relations (e.g., relationships with parents, community leaders, and the larger community)	0203	1 ☐	2 ☐	3 ☐	4 ☐
h. Maintain the physical security of students, faculty, and other staff	0204	1 ☐	2 ☐	3 ☐	4 ☐
i. Manage school facilities, resources, procedures (e.g., maintenance, budget, schedule)	0205	1 ☐	2 ☐	3 ☐	4 ☐

YOUR COMMENTS

V DEMOGRAPHIC INFORMATION: Items 21-28

This section asks about your highest degree and other demographic information.

21. What is the highest degree you have earned?

Mark (X) only one box.

0225
1 ☐ Associate degree
2 ☐ Bachelor's degree (B.A., B.S., B.E., etc.)
3 ☐ Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.)
4 ☐ Education specialist or professional diploma (at least one year beyond master's level)
5 ☐ Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)
6 ☐ Do not have a degree

22. What is your current ANNUAL salary for your position in this school before taxes and deductions?

0226 $ ☐☐☐☐☐☐ .00 Per year
0 ☐ Position unpaid

23. Are you male or female?

0227
1 ☐ Male
2 ☐ Female

24a. What is your race?

Mark (X) only one box.

0228
1 ☐ American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)
2 ☐ Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)
3 ☐ Black
4 ☐ White

GO TO item 25.

b. Are you enrolled in a state or federally recognized tribe?

0229
1 ☐ Yes
2 ☐ No

25. Are you of Hispanic origin?

0230
1 ☐ Yes
2 ☐ No

26. What is your year of birth?

0231 1 9 ☐☐ Year of birth

27. How much time did it take you to complete this form, not counting interruptions?

0232 ☐☐ Minutes

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28. **Please enter the date you completed this questionnaire.**

Month Day Year

0233 [ ][ ] [ ][ ] [ ][ ][ ][ ]

Thank you very much for your participation in this survey.

Please return this survey in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

Find out more about the Schools and Staffing Survey (SASS) and information about private schools and principals/school heads that was collected in the last survey. See SASS on the World Wide Web at:

http://nces.ed.gov/surveys/sass

Under Publications, look for the reports "Private Schools in the United States: A Statistical Profile, 1993-94" (NCES 97-459) and "Public and Private School Principals in the United States: A Statistical Profile, 1987-88 to 1993-94" (NCES 97-455).

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES's Web site at:

http://nces.ed.gov

For additional data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

http://www.fedstats.gov

OMB No. 1850-0598: Approval Expires 09/30/2001

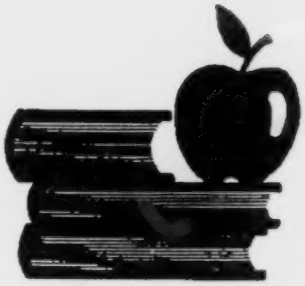
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by:
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU

INDIAN SCHOOL PRINCIPAL QUESTIONNAIRE

SCHOOLS AND STAFFING SURVEY

1999–2000



(Please correct any errors in name, address, and ZIP Code.)

THIS SURVEY HAS BEEN ENDORSED BY:

- American Association of School Administrators
- American Counseling Association
- Association of Community Tribal Schools
- American Federation of Teachers
- Bureau of Indian Affairs, Office of Indian Education Programs
- Council of Chief State School Officers
- Council of Great City Schools
- Department of Middle Level Services, National Association of Secondary School Principals
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Center for Improving Science Education
- National Council of Teachers of Mathematics
- National Education Association
- National Indian Education Association
- National Middle School Association

NOTICE

This report is authorized by law (20 U.S. Code 1221e). Results of this survey will appear in summary or statistical form only.

FORM **SASS-2C**
(8-17-99)

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DEAR PRINCIPAL:

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in this survey. The U.S. Census Bureau is conducting this survey by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e).

WHAT IS THE PURPOSE OF THIS SURVEY?

The purpose of this survey is to obtain information about the training, experience, professional background and characteristics of school principals. We will report the data only in statistical summaries.

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?

We are conducting this survey with only a sample of school principals. Therefore, the value of your individual contribution is greatly increased because it represents many other school principals. We encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Please return your completed questionnaire in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT.

SINCERELY,

Gary W. Phillips

GARY W. PHILLIPS
ACTING COMMISSIONER OF EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns about the contents of this questionnaire, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

FORM SASS 2C (8-17-99)

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INSTRUCTIONS

1a. It is important that this questionnaire be completed by the school PRINCIPAL, not by anyone else.

b. We suggest using a pencil or ball point pen to answer this questionnaire.

c. If you have any questions, please call the Census Bureau at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time).

d.

2a.

0050 1 ☐ Yes

2 ☐ No → *Please enter the year when the school closed, and then GO TO item 3.*

0051 ☐☐☐☐

b. Does this school have a principal?

0052 1 ☐ Yes

2 ☐ No

---

3. If you marked "No" for either item 2a or 2b above, do not complete this questionnaire. Return it in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail the questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

If you did NOT mark "No" for either item 2a or 2b above, continue with item 4.

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4. At the end of this questionnaire, you are asked to record the amount of time required to complete this form, not counting interruptions. Please record the time you begin.

☐☐ : ☐☐

YOUR COMMENTS

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EXPERIENCE AND TRAINING: Items 5-7

This section asks about your work experience as a principal, previous positions you have held, and training you have had for your principalship.

5. PRIOR to this school year, how many years were you employed in each of the following positions?

Count part of a year as 1 year. If none, mark (X) the box.

a. As the principal of THIS school

0053 ☐☐ Year(s)

o ☐ None

b. As the principal of other schools

0054 ☐☐ Year(s)

o ☐ None

6a. PRIOR to becoming a principal, how many years of elementary or secondary teaching experience did you have?

Count part of a year as 1 year. If none, mark (X) the box.

0055 ☐☐ Year(s) of teaching

o ☐ None

b. SINCE becoming a principal, how many years of elementary or secondary teaching experience have you had?

Count part of a year as 1 year. If none, mark (X) the box.

0056 ☐☐ Year(s) of teaching

o ☐ None → *GO TO item 6d on page 5.*

c. Are you currently teaching in this school in which you are now serving as principal?

0057 1 ☐ Yes

2 ☐ No

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6d. BEFORE you became a principal, did you hold the following school positions?

(1) Department head

0058
1 ☐ Yes
2 ☐ No

(2) Curriculum specialist or coordinator

0059
1 ☐ Yes
2 ☐ No

(3) Assistant principal or program director

0060
1 ☐ Yes
2 ☐ No

(4) Guidance counselor

0061
1 ☐ Yes
2 ☐ No

(5) Library media specialist/Librarian

0062
1 ☐ Yes
2 ☐ No

(6) Athletic coach/Athletic director

0063
1 ☐ Yes
2 ☐ No

(7) Sponsor for student clubs, debate teams

0064
1 ☐ Yes
2 ☐ No

7a. Prior to becoming a principal, did you participate in any training or development program for ASPIRING school principals?

0065
1 ☐ Yes
2 ☐ No

b. Have you ever participated in a training program for Indian education administration?

0066
1 ☐ Yes
2 ☐ No

II ATTITUDES AND OPINIONS ABOUT EDUCATION AND YOUR SCHOOL: Items 8-11

This section asks for your views about educational goals and school problems, and for information about school governance.

8. We are interested in the importance you place on various educational goals. From the following eight goals, which do you consider the most important, the second most important, and the third most important?

1 - Building basic literacy skills (reading, math, writing, speaking)

2 - Encouraging academic excellence

3 - Promoting occupational or vocational skills

4 - Promoting good work habits and self-discipline

5 - Promoting personal growth (self-esteem, self-knowledge, etc.)

6 - Promoting human relations skills

7 - Promoting specific moral values

8 - Promoting multi-cultural awareness or understanding

0067 ☐ Most important

0068 ☐ Second most important

0069 ☐ Third most important

9. Please indicate how far along you think your school is in -

		Mark (X) one box on each line.				
		Just beginning	Long way to go	Almost there	We've reached our goal	Not applicable
a. Implementing educational goals.	0070	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Implementing organizational/governance goals.	0071	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Establishing a secure financial base.	0072	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Attracting and retaining students.	0073	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Developing a student assessment system.	0074	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Involving parents in the school.	0075	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

10. **Using the scale 1-5, where 1 is "No influence" and 5 is "A great deal of influence," how much ACTUAL influence do you think each group or person has on decisions concerning the following activities?**

		Mark (X) one box on each line.				
		No influence ←			→	A great deal of influence
		1	**2**	**3**	**4**	**5**
a. SETTING PERFORMANCE STANDARDS FOR STUDENTS OF THIS SCHOOL						
(1) Local school board	0077	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Principal	0079	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) Curriculum specialists	0080	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Teachers	0081	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) School site council	0082	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(6) Parent association	0083	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. ESTABLISHING CURRICULUM AT THIS SCHOOL						
(1) Local school board	0085	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Principal	0087	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) Curriculum specialists	0088	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Teachers	0089	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) School site council	0090	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(6) Parent association	0091	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

10. Continued –

Using the scale 1-5, where 1 is "No influence" and 5 is "A great deal of influence," how much ACTUAL influence do you think each group or person has on decisions concerning the following activities?

		Mark (X) one box on each line.				
		No influence ←				→ A great deal of influence
		1	2	3	4	5
c. DETERMINING THE CONTENT OF IN-SERVICE PROFESSIONAL DEVELOPMENT PROGRAMS FOR TEACHERS IN THIS SCHOOL						
(1) Local school board	0093	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Principal	0095	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) Curriculum specialists	0096	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Teachers	0097	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) College and university partners	0098	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(6) School site council	0099	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(7) Parent association	0100	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. EVALUATING TEACHERS IN THIS SCHOOL						
(1) Local school board	0102	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Principal	0104	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) Teachers	0105	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) School site council	0106	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Parent association	0107	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

10. Continued –

Using the scale 1-5, where 1 is "No influence" and 5 is "A great deal of influence," how much ACTUAL influence do you think each group or person has on decisions concerning the following activities?		*Mark (X) one box on each line.* No influence ← → A great deal of influence				
		1	**2**	**3**	**4**	**5**
e. HIRING NEW FULL-TIME TEACHERS AT THIS SCHOOL						
(1) Local school board	0109	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Principal	0111	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) Teachers	0112	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) School site council	0113	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Parent association	0114	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. SETTING DISCIPLINE POLICY AT THIS SCHOOL						
(1) Local school board	0116	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Principal	0118	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) Teachers	0119	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) School site council	0120	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Parent association	0121	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. DECIDING HOW YOUR SCHOOL BUDGET WILL BE SPENT						
(1) Local school board	0123	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Principal	0125	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) Curriculum specialists	0126	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Teachers	0127	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) School site council	0128	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(6) Parent association	0129	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

11. To what extent is each of the following matters a problem in this school? Indicate whether each is a SERIOUS problem, a MODERATE problem, a MINOR problem, or NOT a problem in this school.

		Mark (X) one box on each line.			
		SERIOUS problem in this school	MODERATE problem in this school	MINOR problem in this school	NOT a problem in this school
a. Student tardiness	0130	1 ☐	2 ☐	3 ☐	4 ☐
b. Student absenteeism	0131	1 ☐	2 ☐	3 ☐	4 ☐
c. Teacher absenteeism	0132	1 ☐	2 ☐	3 ☐	4 ☐
d. Students cutting class	0133	1 ☐	2 ☐	3 ☐	4 ☐
e. Physical conflicts among students	0134	1 ☐	2 ☐	3 ☐	4 ☐
f. Robbery or theft	0135	1 ☐	2 ☐	3 ☐	4 ☐
g. Vandalism of school property	0136	1 ☐	2 ☐	3 ☐	4 ☐
h. Student pregnancy	0137	1 ☐	2 ☐	3 ☐	4 ☐
i. Student use of alcohol	0138	1 ☐	2 ☐	3 ☐	4 ☐
j. Student drug abuse	0139	1 ☐	2 ☐	3 ☐	4 ☐
k. Student possession of weapons	0140	1 ☐	2 ☐	3 ☐	4 ☐
l. Student disrespect for teachers	0141	1 ☐	2 ☐	3 ☐	4 ☐
m. Students dropping out	0142	1 ☐	2 ☐	3 ☐	4 ☐
n. Student apathy	0143	1 ☐	2 ☐	3 ☐	4 ☐
o. Lack of parent involvement	0144	1 ☐	2 ☐	3 ☐	4 ☐
p. Poverty	0145	1 ☐	2 ☐	3 ☐	4 ☐
q. Students coming to school unprepared to learn	0146	1 ☐	2 ☐	3 ☐	4 ☐
r. Poor student health	0147	1 ☐	2 ☐	3 ☐	4 ☐

III TEACHER PROFESSIONAL DEVELOPMENT: Items 12-16

This section asks about professional development opportunities and activities for teachers.

12. Using the scale 1-5, where 1 is "Not important at all" and 5 is "Very important," how important is each of the following in determining the in-service professional development activities of teachers in this school?

Mark (X) one box on each line.

		Not important at all ← 1	2	3	4	Very important → 5
a. School improvement plan	0150	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Implementation of ACADEMIC standards	0151	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Implementation of SKILLS standards	0152	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Teacher preferences	0153	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

13. How often is professional development for teachers at this school -

Mark (X) one box on each line.

		Never	Rarely	Some-times	Fre-quently	Always
a. Designed or chosen to support the school's improvement goals?	0154	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Designed or chosen to support the implementation of local standards?	0156	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Evaluated for evidence of improvement in teacher classroom practice?	0157	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Evaluated for evidence of effects on student achievement?	0158	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Considered part of teachers' regular work?	0159	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Planned by teachers in this school?	0160	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Presented by teachers in this school?	0161	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. Accompanied by the resources that teachers need (e.g., time and materials) to make changes in the classroom?	0162	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

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14. In the last 12 months, how often have you participated in professional development activities with teachers from YOUR school?

Mark (X) only one box.

0163
1 ☐ Never
2 ☐ Once or twice
3 ☐ 3-5 times
4 ☐ 6 or more times

15a. Does this school provide teachers with time for professional development during regular contract hours?

0164
1 ☐ Yes
2 ☐ No → *GO TO item 16 below.*

b. Are the following used to provide teachers in this school with time for professional development during regular contract hours?

(1) Substitute teachers to cover teachers' classes

0165
1 ☐ Yes
2 ☐ No

(2) Early dismissal or late start for students

0166
1 ☐ Yes
2 ☐ No

(3) Professional days built in before the beginning of the school year

0167
1 ☐ Yes
2 ☐ No

(4) Professional days built in during the school year

0168
1 ☐ Yes
2 ☐ No

(5) Professional days built in after the school year

0169
1 ☐ Yes
2 ☐ No

(6) Common planning time for teachers

0170
1 ☐ Yes
2 ☐ No

(7) Reduced teacher work loads (less time in the classroom with students or less time on assigned non-instructional duties)

0171
1 ☐ Yes
2 ☐ No

16. Does your school have its own budget for professional development, that is, an amount of money that YOU control?

0172
1 ☐ Yes
2 ☐ No

IV TEACHER AND SCHOOL PERFORMANCE; PRINCIPAL'S ACTIVITIES: Items 17-22

This section asks about teacher performance, your own professional development and school activities, and your school's performance goals.

17. In your opinion, what percentage of your faculty are presently teaching to high academic standards?

0173 [ ][ ][ ] Percent

18. Are the following considerations barriers to the dismissal of poor or incompetent teachers in this school?

a. Personnel policies

0174 1 ☐ Yes
2 ☐ No

b. Termination decisions not upheld by third party adjudicators

0175 1 ☐ Yes
2 ☐ No

c. Inadequate teacher assessment documentation

0176 1 ☐ Yes
2 ☐ No

d. Tenure

0177 1 ☐ Yes
2 ☐ No

e. Teacher associations and organizations

0178 1 ☐ Yes
2 ☐ No

f. Dismissal is too stressful and uncomfortable for those involved

0179 1 ☐ Yes
2 ☐ No

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19. In the last 12 months, have YOU participated in the following kinds of professional development?

a. University course(s) related to your role as principal

0180 1 ☐ Yes
2 ☐ No

b. Visits to other schools designed to improve your own work as principal

0181 1 ☐ Yes
2 ☐ No

c. Individual or collaborative research on a topic of interest to you professionally

0182 1 ☐ Yes
2 ☐ No

d. Mentoring and/or peer observation and coaching of principals, as part of a formal arrangement that is recognized or supported by the school

0183 1 ☐ Yes
2 ☐ No

e. Participating in a principal network (e.g., organized by an outside agency or through the Internet)

0184 1 ☐ Yes
2 ☐ No

f. Workshops or conferences related to your role as principal

0185 1 ☐ Yes
2 ☐ No

g. Workshops or training in which you were the presenter

0186 1 ☐ Yes
2 ☐ No

h. Attending professional association meetings

0187 1 ☐ Yes
2 ☐ No

20a. Does this school have a DECISION-MAKING BODY such as a school site council?

(A school site council is a school-based committee with the authority to assist in the development of, or to approve, school improvement, budget and other educational plans. Such councils are generally composed of teachers, school administrators and parents.)

0188
1 ☐ Yes
2 ☐ No → GO TO item 21 on page 16.

b. Are the following persons part of this decision-making body?

- *If this school has more than one such body, respond for the one that has the most influence in decision-making.*

(1) School principal

0189
1 ☐ Yes
2 ☐ No

(2) School vice principal or assistant principal

0190
1 ☐ Yes
2 ☐ No

(3) Teachers

0191
1 ☐ Yes
2 ☐ No

(4) Department heads

0192
1 ☐ Yes
2 ☐ No

(5) Students

0193
1 ☐ Yes
2 ☐ No

(6) Parents

0194
1 ☐ Yes
2 ☐ No

(7) Community representatives

0195
1 ☐ Yes
2 ☐ No

21. IN THE LAST MONTH, approximately how often did you engage in the following activities in your role as principal of this school?

		Mark (X) one box on each line.			
		Never	Once or twice a month	Once or twice a week	Every day
a. Facilitate achievement of the school's mission through such activities as consensus building, planning, obtaining resources, monitoring progress, etc.	0197	1 ☐	2 ☐	3 ☐	4 ☐
b. Supervise and evaluate faculty and other staff	0198	1 ☐	2 ☐	3 ☐	4 ☐
c. Guide the development and evaluation of curriculum and instruction	0199	1 ☐	2 ☐	3 ☐	4 ☐
d. Facilitate student learning (e.g., eliminate barriers to student learning, establish high expectations for students)	0200	1 ☐	2 ☐	3 ☐	4 ☐
e. Provide and engage staff in professional development activities	0201	1 ☐	2 ☐	3 ☐	4 ☐
f. Build professional community among faculty and other staff	0202	1 ☐	2 ☐	3 ☐	4 ☐
g. Develop public relations (e.g., relationships with parents, community leaders, and the larger community)	0203	1 ☐	2 ☐	3 ☐	4 ☐
h. Maintain the physical security of students, faculty, and other staff	0204	1 ☐	2 ☐	3 ☐	4 ☐
i. Manage school facilities, resources, procedures (e.g., maintenance, budget, schedule)	0205	1 ☐	2 ☐	3 ☐	4 ☐

YOUR COMMENTS

22a. Does your school have a formal school improvement plan?

0221
1 ☐ Yes
2 ☐ No → GO TO Section V on page 18.

b. Do you use any of the following to assess your school's progress on this plan?

(1) State or national tests

0222
1 ☐ Yes
2 ☐ No

(2) Parent or student surveys

0223
1 ☐ Yes
2 ☐ No

(3) Portfolio products

0224
1 ☐ Yes
2 ☐ No

YOUR COMMENTS

V DEMOGRAPHIC INFORMATION: Items 23-30

This section asks about your highest degree and other demographic information.

23. What is the highest degree you have earned?

Mark (X) only one box.

0225
1 ☐ Associate degree
2 ☐ Bachelor's degree (B.A., B.S., B.E., etc.)
3 ☐ Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.)
4 ☐ Education specialist or professional diploma (at least one year beyond master's level)
5 ☐ Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)
6 ☐ Do not have a degree

24. What is your current ANNUAL salary for your position in this school before taxes and deductions?

0226 $ [| | | | | | .00] Per year

25. Are you male or female?

0227
1 ☐ Male
2 ☐ Female

26a. What is your race?

Mark (X) only one box.

0228
1 ☐ American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)
2 ☐ Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)
3 ☐ Black
4 ☐ White

GO TO item 27.

b. Are you enrolled in a state or federally recognized tribe?

0229
1 ☐ Yes
2 ☐ No

27. Are you of Hispanic origin?

0230
1 ☐ Yes
2 ☐ No

28. What is your year of birth?

0231 [1 9 | |] Year of birth

29. How much time did it take you to complete this form, not counting interruptions?

0232 [| |] Minutes

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30. **Please enter the date you completed this questionnaire.**

	Month	Day	Year
0233			

Thank you very much for your participation in this survey.

Please return this survey in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

Find out more about the Schools and Staffing Survey (SASS) and information about Bureau of Indian Affairs (BIA) schools that was collected in the last survey. See SASS on the World Wide Web at:

http://nces.ed.gov/surveys/sass

Look for the report "Characteristics of American Indian and Alaska Native Education" under Publications (NCES 98-451).

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES's Web site at:

http://nces.ed.gov

For additional data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

http://www.fedstats.gov

OMB No. 1850-0598: Approval Expires 09/30/2001

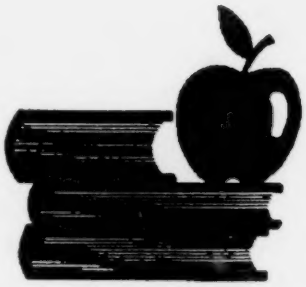
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by:
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU

PUBLIC CHARTER SCHOOL PRINCIPAL QUESTIONNAIRE

SCHOOLS AND STAFFING SURVEY

1999–2000



(Please correct any errors in name, address, and ZIP Code.)

NOTICE

This report is authorized by law (20 U.S. Code 1221e). Results of this survey will appear in summary or statistical form only.

FORM **SASS-2D**
(8-17-99)

DEAR PUBLIC CHARTER SCHOOL PRINCIPAL/DIRECTOR:

The Schools and Staffing Survey is adding a new component for the 1999-2000 school year: the Public Charter School Principal questionnaire. The 4-year National Study of Public Charter Schools has ended, but the need for up-to-date information about public charter schools, other public schools, and private schools continues. Now, for the first time, comparable information about public charter schools, other public schools, Bureau of Indian Affairs schools, and private schools will be collected at the same time, in the same way.

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in this voluntary survey. The U.S. Census Bureau is conducting this survey for NCES, by the authority of Section 406(b) of the General Education Provisions Act (20 USC 1221e) to collect statistics on the condition of education in the United States.

WHAT IS THE SCHOOLS AND STAFFING SURVEY (SASS)?

SASS is a family of surveys sent to districts, schools, directors or principals, and teachers. SASS asks about such topics as staffing levels, teacher workloads, district policies, and characteristics of teachers and principals.

WHY SHOULD YOUR SCHOOL PARTICIPATE IN THIS SURVEY?

Your school helps represent the wide variety of educational opportunities that public charter schools provide. This survey is designed to be representative of every type of school, but we need your cooperation to make this possible. **We will report the data only in statistical summaries so that individuals cannot be identified.**

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Please return your completed questionnaire in the enclosed envelope. If you do not have the return envelope, please call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT.

SINCERELY,

Gary W. Phillips

GARY W. PHILLIPS
ACTING COMMISSIONER OF EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns about the contents of this questionnaire, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

INSTRUCTIONS

1a. It is important that this questionnaire be completed by the school PRINCIPAL/DIRECTOR, not by anyone else.

b. We suggest using a pencil or ball point pen to answer this questionnaire.

c. If you have any questions, please call the Census Bureau at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time).

d.

2a.

0050 1 ☐ Yes

2 ☐ No → *Please enter the year when the school closed, and then GO TO item 3.*

0051 ☐☐☐☐

b. Does this school have a principal/director?

0052 1 ☐ Yes

2 ☐ No

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3. If you marked "No" for either item 2a or 2b above, do not complete this questionnaire. Return it in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail the questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

If you did NOT mark "No" for either item 2a or 2b above, continue with item 4.

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4. At the end of this questionnaire, you are asked to record the amount of time required to complete this form, not counting interruptions. Please record the time you begin.

☐☐ : ☐☐

YOUR COMMENTS

EXPERIENCE AND TRAINING: Items 5-7
This section asks about your work experience as a principal/director, previous positions you have held, and training you have had for your principalship.

5. PRIOR to this school year, how many years were you employed in each of the following positions?

Count part of a year as 1 year. If none, mark (X) the box.

a. As the principal/director of THIS school

0053 ☐☐ Year(s)

o ☐ None

b. As the principal/director of other schools

0054 ☐☐ Year(s)

o ☐ None

6a. PRIOR to becoming a principal/director, how many years of elementary or secondary teaching experience did you have?

Count part of a year as 1 year. If none, mark (X) the box.

0055 ☐☐ Year(s) of teaching

o ☐ None

b. SINCE becoming a principal/director, how many years of elementary or secondary teaching experience have you had?

Count part of a year as 1 year. If none, mark (X) the box.

0056 ☐☐ Year(s) of teaching

o ☐ None → *GO TO item 6d on page 5.*

c. Are you currently teaching in this school in which you are now serving as principal/director?

0057 1 ☐ Yes

2 ☐ No

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6d. **BEFORE you became a principal/director, did you hold the following school positions?**

(1) Department head

0058
1 ☐ Yes
2 ☐ No

(2) Curriculum specialist or coordinator

0059
1 ☐ Yes
2 ☐ No

(3) Assistant principal/director or program director

0060
1 ☐ Yes
2 ☐ No

(4) Guidance counselor

0061
1 ☐ Yes
2 ☐ No

(5) Library media specialist/Librarian

0062
1 ☐ Yes
2 ☐ No

(6) Athletic coach/Athletic director

0063
1 ☐ Yes
2 ☐ No

(7) Sponsor for student clubs, debate teams

0064
1 ☐ Yes
2 ☐ No

7a. **Prior to becoming a principal/director, did you participate in any district or school training or development program for ASPIRING school principals/directors?**

0065
1 ☐ Yes
2 ☐ No

b. **Have you ever participated in a training program for Indian education administration?**

0066
1 ☐ Yes
2 ☐ No

II ATTITUDES AND OPINIONS ABOUT EDUCATION AND YOUR SCHOOL: Items 8-11

This section asks for your views about educational goals and school problems, and for information about school governance.

8. We are interested in the importance you place on various educational goals. From the following eight goals, which do you consider the most important, the second most important, and the third most important?

1 - Building basic literacy skills (reading, math, writing, speaking)

2 - Encouraging academic excellence

3 - Promoting occupational or vocational skills

4 - Promoting good work habits and self-discipline

5 - Promoting personal growth (self-esteem, self-knowledge, etc.)

6 - Promoting human relations skills

7 - Promoting specific moral values

8 - Promoting multi-cultural awareness or understanding

0067 ☐ Most important

0068 ☐ Second most important

0069 ☐ Third most important

9. Please indicate how far along you think your school is in -

Mark (X) one box on each line.

		Just beginning	Long way to go	Almost there	We've reached our goal	Not applicable
a. Implementing educational goals.	0070	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Implementing organizational/governance goals.	0071	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Establishing a secure financial base.	0072	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Attracting and retaining students.	0073	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Developing a student assessment system.	0074	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Involving parents in the school.	0075	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

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10. **Using the scale 1-5, where 1 is "No influence" and 5 is "A great deal of influence," how much ACTUAL influence do you think each group or person has on decisions concerning the following activities?**

		Mark (X) one box on each line.				
		No influence ←				→ A great deal of influence
		1	2	3	4	5
a. SETTING PERFORMANCE STANDARDS FOR STUDENTS OF THIS SCHOOL						
(1) State department of education or other state-level bodies (e.g., state board of education)	0076	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Local school board	0077	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) School district staff	0078	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Principal/director	0079	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Curriculum specialists	0080	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(6) Teachers	0081	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(7) School site council	0082	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(8) Parent association	0083	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. ESTABLISHING CURRICULUM AT THIS SCHOOL						
(1) State department of education or other state-level bodies (e.g., state board of education)	0084	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Local school board	0085	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) School district staff	0086	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Principal/director	0087	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Curriculum specialists	0088	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(6) Teachers	0089	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(7) School site council	0090	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(8) Parent association	0091	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

10. Continued –

Using the scale 1-5, where 1 is "No influence" and 5 is "A great deal of influence," how much ACTUAL influence do you think each group or person has on decisions concerning the following activities?

Mark (X) one box on each line.

		No influence ← 1	2	3	4	→ A great deal of influence 5
c. DETERMINING THE CONTENT OF IN-SERVICE PROFESSIONAL DEVELOPMENT PROGRAMS FOR TEACHERS IN THIS SCHOOL						
(1) State department of education or other state-level bodies (e.g., state board of education)	0092	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Local school board	0093	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) School district staff	0094	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Principal/director	0095	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Curriculum specialists	0096	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(6) Teachers	0097	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(7) College and university partners	0098	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(8) School site council	0099	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(9) Parent association	0100	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. EVALUATING TEACHERS IN THIS SCHOOL						
(1) State department of education or other state-level bodies (e.g., state board of education)	0101	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Local school board	0102	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) School district staff	0103	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Principal/director	0104	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Teachers	0105	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(6) School site council	0106	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(7) Parent association	0107	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

10. Continued –
Using the scale 1-5, where 1 is "No influence" and 5 is "A great deal of influence," how much ACTUAL influence do you think each group or person has on decisions concerning the following activities?

Mark (X) one box on each line.

		No influence ←			→ A great deal of influence
		1	2	3	4	5
e. HIRING NEW FULL-TIME TEACHERS AT THIS SCHOOL						
(1) State department of education or other state-level bodies (e.g., state board of education)	0108	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Local school board	0109	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) School district staff	0110	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Principal/director	0111	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Teachers	0112	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(6) School site council	0113	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(7) Parent association	0114	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. SETTING DISCIPLINE POLICY AT THIS SCHOOL						
(1) State department of education or other state-level bodies (e.g., state board of education)	0115	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Local school board	0116	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) School district staff	0117	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Principal/director	0118	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Teachers	0119	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(6) School site council	0120	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(7) Parent association	0121	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. DECIDING HOW YOUR SCHOOL BUDGET WILL BE SPENT						
(1) State department of education or other state-level bodies (e.g., state board of education)	0122	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) Local school board	0123	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) School district staff	0124	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(4) Principal/director	0125	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(5) Curriculum specialists	0126	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(6) Teachers	0127	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(7) School site council	0128	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(8) Parent association	0129	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

11. To what extent is each of the following matters a problem in this school? Indicate whether each is a SERIOUS problem, a MODERATE problem, a MINOR problem, or NOT a problem in this school.

		Mark (X) one box on each line.			
		SERIOUS problem in this school	MODERATE problem in this school	MINOR problem in this school	NOT a problem in this school
a. Student tardiness	0130	1 ☐	2 ☐	3 ☐	4 ☐
b. Student absenteeism	0131	1 ☐	2 ☐	3 ☐	4 ☐
c. Teacher absenteeism	0132	1 ☐	2 ☐	3 ☐	4 ☐
d. Students cutting class	0133	1 ☐	2 ☐	3 ☐	4 ☐
e. Physical conflicts among students	0134	1 ☐	2 ☐	3 ☐	4 ☐
f. Robbery or theft	0135	1 ☐	2 ☐	3 ☐	4 ☐
g. Vandalism of school property	0136	1 ☐	2 ☐	3 ☐	4 ☐
h. Student pregnancy	0137	1 ☐	2 ☐	3 ☐	4 ☐
i. Student use of alcohol	0138	1 ☐	2 ☐	3 ☐	4 ☐
j. Student drug abuse	0139	1 ☐	2 ☐	3 ☐	4 ☐
k. Student possession of weapons	0140	1 ☐	2 ☐	3 ☐	4 ☐
l. Student disrespect for teachers	0141	1 ☐	2 ☐	3 ☐	4 ☐
m. Students dropping out	0142	1 ☐	2 ☐	3 ☐	4 ☐
n. Student apathy	0143	1 ☐	2 ☐	3 ☐	4 ☐
o. Lack of parent involvement	0144	1 ☐	2 ☐	3 ☐	4 ☐
p. Poverty	0145	1 ☐	2 ☐	3 ☐	4 ☐
q. Students coming to school unprepared to learn	0146	1 ☐	2 ☐	3 ☐	4 ☐
r. Poor student health	0147	1 ☐	2 ☐	3 ☐	4 ☐

III TEACHER PROFESSIONAL DEVELOPMENT: Items 12-16

This section asks about professional development opportunities and activities for teachers.

12. Using the scale 1-5, where 1 is "Not important at all" and 5 is "Very important," how important is each of the following in determining the in-service professional development activities of teachers in this school?

Mark (X) one box on each line.

		Not important at all ←			→ Very important
		1	2	3	4	5
a. Special state-level initiatives	0148	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. District-level initiatives or district improvement plan	0149	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. School improvement plan	0150	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Implementation of state or local ACADEMIC standards	0151	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Implementation of state or local SKILLS standards	0152	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Teacher preferences	0153	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

13. How often is professional development for teachers at this school -

Mark (X) one box on each line.

		Never	Rarely	Some-times	Fre-quently	Always
a. Designed or chosen to support the school's improvement goals?	0154	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Designed or chosen to support the district's improvement goals?	0155	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Designed or chosen to support the implementation of state or local standards?	0156	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Evaluated for evidence of improvement in teacher classroom practice?	0157	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Evaluated for evidence of effects on student achievement?	0158	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Considered part of teachers' regular work?	0159	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Planned by teachers in this school or district?	0160	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. Presented by teachers in this school or district?	0161	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
i. Accompanied by the resources that teachers need (e.g., time and materials) to make changes in the classroom?	0162	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

14. In the last 12 months, how often have you participated in professional development activities with teachers from YOUR school?

Mark (X) only one box.

0183
1 ☐ Never
2 ☐ Once or twice
3 ☐ 3-6 times
4 ☐ 6 or more times

15a. Does this school provide teachers with time for professional development during regular contract hours?

0164
1 ☐ Yes
2 ☐ No → *GO TO item 16 below.*

b. Are the following used to provide teachers in this school with time for professional development during regular contract hours?

(1) Substitute teachers to cover teachers' classes

0165
1 ☐ Yes
2 ☐ No

(2) Early dismissal or late start for students

0166
1 ☐ Yes
2 ☐ No

(3) Professional days built in before the beginning of the school year

0167
1 ☐ Yes
2 ☐ No

(4) Professional days built in during the school year

0168
1 ☐ Yes
2 ☐ No

(5) Professional days built in after the school year

0169
1 ☐ Yes
2 ☐ No

(6) Common planning time for teachers

0170
1 ☐ Yes
2 ☐ No

(7) Reduced teacher work loads (less time in the classroom with students or less time on assigned non-instructional duties)

0171
1 ☐ Yes
2 ☐ No

16. Does your school have its own budget for professional development, that is, an amount of money that YOU control?

0172
1 ☐ Yes
2 ☐ No

IV TEACHER AND SCHOOL PERFORMANCE; PRINCIPAL/DIRECTOR'S ACTIVITIES: Items 17-23

This section asks about teacher performance, your own professional development and school activities, and district or state performance goals.

17. In your opinion, what percentage of your faculty are presently teaching to high academic standards?

0173 [ ][ ][ ] Percent

18. Are the following considerations barriers to the dismissal of poor or incompetent teachers in this school?

a. Personnel policies

0174 1 ☐ Yes
2 ☐ No

b. Termination decisions not upheld by third party adjudicators

0175 1 ☐ Yes
2 ☐ No

c. Inadequate teacher assessment documentation

0176 1 ☐ Yes
2 ☐ No

d. Tenure

0177 1 ☐ Yes
2 ☐ No

e. Teacher associations and organizations

0178 1 ☐ Yes
2 ☐ No

f. Dismissal is too stressful and uncomfortable for those involved

0179 1 ☐ Yes
2 ☐ No

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19. In the last 12 months, have YOU participated in the following kinds of professional development?

a. University course(s) related to your role as principal/director

0180 1 ☐ Yes
2 ☐ No

b. Visits to other schools designed to improve your own work as principal/director

0181 1 ☐ Yes
2 ☐ No

c. Individual or collaborative research on a topic of interest to you professionally

0182 1 ☐ Yes
2 ☐ No

d. Mentoring and/or peer observation and coaching of principals/directors, as part of a formal arrangement that is recognized or supported by the school or district

0183 1 ☐ Yes
2 ☐ No

e. Participating in a principal/director network (e.g., organized by an outside agency or through the Internet)

0184 1 ☐ Yes
2 ☐ No

f. Workshops or conferences related to your role as principal/director

0185 1 ☐ Yes
2 ☐ No

g. Workshops or training in which you were the presenter

0186 1 ☐ Yes
2 ☐ No

h. Attending professional association meetings

0187 1 ☐ Yes
2 ☐ No

20a. Does this school have a DECISION-MAKING BODY such as a school site council?

(A school site council is a school-based committee with the authority to assist in the development of, or to approve, school improvement, budget and other educational plans. Such councils are generally composed of teachers, school administrators and parents.)

0188
1 ☐ Yes
2 ☐ No → GO TO item 21 on page 16.

b. Are the following persons part of this decision-making body?

- *If this school has more than one such body, respond for the one that has the most influence in decision-making.*

(1) School principal/director

0189
1 ☐ Yes
2 ☐ No

(2) School vice principal/director or assistant principal/director

0190
1 ☐ Yes
2 ☐ No

(3) Teachers

0191
1 ☐ Yes
2 ☐ No

(4) Department heads

0192
1 ☐ Yes
2 ☐ No

(5) Students

0193
1 ☐ Yes
2 ☐ No

(6) Parents

0194
1 ☐ Yes
2 ☐ No

(7) Community representatives

0195
1 ☐ Yes
2 ☐ No

(8) Superintendent or other district representative

0196
1 ☐ Yes
2 ☐ No

21. IN THE LAST MONTH, approximately how often did you engage in the following activities in your role as principal/director of this school?

Mark (X) one box on each line.

		Never	Once or twice a month	Once or twice a week	Every day
a. Facilitate achievement of the school's mission through such activities as consensus building, planning, obtaining resources, monitoring progress, etc.	0197	1 ☐	2 ☐	3 ☐	4 ☐
b. Supervise and evaluate faculty and other staff	0198	1 ☐	2 ☐	3 ☐	4 ☐
c. Guide the development and evaluation of curriculum and instruction	0199	1 ☐	2 ☐	3 ☐	4 ☐
d. Facilitate student learning (e.g., eliminate barriers to student learning, establish high expectations for students)	0200	1 ☐	2 ☐	3 ☐	4 ☐
e. Provide and engage staff in professional development activities	0201	1 ☐	2 ☐	3 ☐	4 ☐
f. Build professional community among faculty and other staff	0202	1 ☐	2 ☐	3 ☐	4 ☐
g. Develop public relations (e.g., relationships with parents, community leaders, and the larger community)	0203	1 ☐	2 ☐	3 ☐	4 ☐
h. Maintain the physical security of students, faculty, and other staff	0204	1 ☐	2 ☐	3 ☐	4 ☐
i. Manage school facilities, resources, procedures (e.g., maintenance, budget, schedule)	0205	1 ☐	2 ☐	3 ☐	4 ☐
j. Attend district-level meetings and carry out district-level responsibilities	0206	1 ☐	2 ☐	3 ☐	4 ☐

22a. Has either your district or your state established school performance goals?

0207
1 ☐ Yes
2 ☐ No → *GO TO item 23a on page 18.*

b. Is your school required to meet district or state performance goals?

0208
1 ☐ Yes
2 ☐ No

22c. Did your school meet the minimum district or state performance goals?

0209
1 ☐ Yes
2 ☐ No → *GO TO item 22f below.*

d. As a result of meeting these goals, did your school -

(1) Receive cash bonuses or additional resources that support schoolwide activities?

0210
1 ☐ Yes
2 ☐ No

(2) Receive cash bonuses or additional resources to distribute to teachers?

0211
1 ☐ Yes
2 ☐ No

(3) Receive non-monetary forms of recognition?

0212
1 ☐ Yes – *Please specify.* → 5212 _____
2 ☐ No

e. Did you mark "Yes" for item 22c above?

0213
1 ☐ Yes → *GO TO item 23a on page 18.*
2 ☐ No

f. Was your school -

(1) Required to write a school or program improvement plan?

0214
1 ☐ Yes
2 ☐ No

(2) Put on an evaluation cycle with required targeted improvement dates?

0215
1 ☐ Yes
2 ☐ No

(3) Provided with technical assistance from outside experts on how to improve?

0216
1 ☐ Yes
2 ☐ No

22f. Continued –

Was your school -

(4) Provided with additional resources to support instructional improvement?

0217 1 ☐ Yes
2 ☐ No

(5) Required to replace the principal/director with a new principal/director, an administrative director, or a manager?

0218 1 ☐ Yes
2 ☐ No

(6) Subject to reconstitution or takeover regulations?

0219 1 ☐ Yes
2 ☐ No

(7) Penalized by a reduction in state or district funding?

0220 1 ☐ Yes
2 ☐ No

23a. Does your school have a formal school improvement plan?

0221 1 ☐ Yes
2 ☐ No → *GO TO Section V on page 19.*

b. Do you use any of the following to assess your school's progress on this plan?

(1) State or national tests

0222 1 ☐ Yes
2 ☐ No

(2) Parent or student surveys

0223 1 ☐ Yes
2 ☐ No

(3) Portfolio products

0224 1 ☐ Yes
2 ☐ No

V DEMOGRAPHIC INFORMATION: Items 24-31

This section asks about your highest degree and other demographic information.

24. What is the highest degree you have earned?

Mark (X) only one box.

0225
- 1 ☐ Associate degree
- 2 ☐ Bachelor's degree (B.A., B.S., B.E., etc.)
- 3 ☐ Master's degree (M.A., M.A.T., M.B.A., M.Ed., M.S., etc.)
- 4 ☐ Education specialist or professional diploma (at least one year beyond master's level)
- 5 ☐ Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)
- 6 ☐ Do not have a degree

25. What is your current ANNUAL salary for your position in this school before taxes and deductions?

0226 $ [| | | | | | .00] Per year

26. Are you male or female?

0227
- 1 ☐ Male
- 2 ☐ Female

27a. What is your race?

Mark (X) only one box.

0228
- 1 ☐ American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)
- 2 ☐ Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)
- 3 ☐ Black
- 4 ☐ White

GO TO item 28.

b. Are you enrolled in a state or federally recognized tribe?

0229
- 1 ☐ Yes
- 2 ☐ No

28. Are you of Hispanic origin?

0230
- 1 ☐ Yes
- 2 ☐ No

29. What is your year of birth?

0231 [1 9 | |] Year of birth

30. How much time did it take you to complete this form, not counting interruptions?

0232 [| |] Minutes

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31. **Please enter the date you completed this questionnaire.**

	Month	Day	Year
0233			

Thank you very much for your participation in this survey.

Please return this survey in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

Find out more about the Schools and Staffing Survey (SASS) and what principals/directors told us in the last survey. See SASS on the World Wide Web at:

http://nces.ed.gov/surveys/sass

To learn more about charter schools, look for the U.S. Department of Education report, "The State of Charter Schools Third-Year Report" at:

http://www.ed.gov/pubs/studies.html

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES's Web site at:

http://nces.ed.gov

For additional data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

http://www.fedstats.gov

OMB No. 1850-0598: Approval Expires 09/30/2001

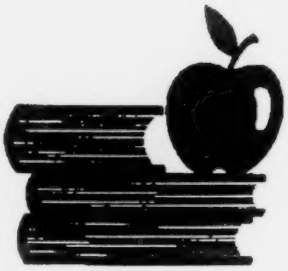
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by:
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU

PUBLIC SCHOOL QUESTIONNAIRE

SCHOOLS AND STAFFING SURVEY

1999–2000 School Year



(Please correct any errors in name, address, and ZIP Code.)

THIS SURVEY HAS BEEN ENDORSED BY:

- American Association of School Administrators
- American Counseling Association
- American Federation of Teachers
- Council of Chief State School Officers
- Council of Great City Schools
- Department of Middle Level Services, National Association of Secondary School Principals
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Center for Improving Science Education
- National Council of Teachers of Mathematics
- National Education Association
- National Middle School Association

NOTICE

This report is authorized by law (20 U.S. Code 1221e). The results will be reported in statistical summaries.

FORM **SASS-3A**
(8-10-99)

DEAR PRINCIPAL:

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in this survey. The U.S. Census Bureau is conducting this survey by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e).

WHAT IS THE PURPOSE OF THIS SURVEY?

The purpose of this survey is to obtain information about schools such as: policies, staffing patterns, student characteristics, programs and services offered, and activities related to various school reform issues. We will report the data only in statistical summaries so that individuals cannot be identified.

WHY SHOULD YOUR SCHOOL PARTICIPATE IN THIS SURVEY?

We are conducting this survey with only a sample of schools. Therefore, the value of your individual contribution is greatly increased because it represents many other schools. We encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Please return your completed questionnaire in the enclosed envelope. If you do not have the return envelope, please call 1–800–221–1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132–0001

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT.

SINCERELY,

Gary W. Phillips

GARY W. PHILLIPS
ACTING COMMISSIONER OF EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 50 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns about the contents of this questionnaire, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

1. INSTRUCTIONS

a. We suggest using a pencil or ball point pen to answer this questionnaire.

b. If you have any questions, call the Census Bureau at 1–800–221–1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time).

c.

2a. What is your name?

9001 _____

b. What is your title?

9002 _____

c. What is your telephone number?

AREA CODE: TELEPHONE NUMBER:

9003 ____ – ____ – ____

3a. Is the institution or organization named on the front of this questionnaire a school?

0050
1 ☐ Yes
2 ☐ No – *Please explain.*

5050 _____ → *GO to item 4a on page 4.*

b. Is the school named on the front of this questionnaire a public school?

For this survey, all elementary and secondary schools that are PUBLICLY FUNDED are considered public schools, including state schools and schools operated by the U.S. Department of Defense, as well as regular public schools operated by local school districts.

0051
1 ☐ Yes
2 ☐ No – *Please describe the type of school (e.g., Catholic school, nonsectarian private school).*

5051 _____ → *GO to item 4a on page 4.*

Continue with item 3c on page 4.

3c. Is the school named on the front of this questionnaire still in operation?

0052
1 ☐ Yes
2 ☐ No – *Please record the year when the school closed.*

0053 [ ][ ][ ][ ] → *Go to item 4a below.*

d. Does this school teach students in one or more of grades 1 to 12, or comparable ungraded levels?

0054
1 ☐ Yes
2 ☐ No – *Please record the grade level(s) taught in this school (e.g., prekindergarten and kindergarten, adult education, postsecondary).*

5054 _____ → *GO to item 4a below.*

e. Are this school's name and grade range the same as that shown on the front page?

NOTE – We have intentionally omitted prekindergarten (PK) from the grade range on the front page. If PK is the only difference between the school's actual grade range and the range shown on the front page, please mark "Yes."

0055
1 ☐ Yes
2 ☐ No

4a. If you marked "No" to any of questions 3a—e, please call the Census Bureau at 1-800-221-1204.

If you marked "Yes" for all of questions 3a—e, continue with item 4b.

b. Is this school a charter school?

0056
1 ☐ Yes – *Please call the Census Bureau at 1-800-221-1204.*
2 ☐ No

5. At the end of this questionnaire, you are asked to record the amount of time required to complete this form, not counting interruptions. Please record the time you begin.

0057 [ ][ ] : [ ][ ]

I GENERAL INFORMATION ABOUT YOUR SCHOOL: Items 6 – 12

This section asks for general school information such as grade range, building capacity and enrollment.

6. What grades are offered in this school?

Mark (X) all that apply.

0058 1 ☐ Prekindergarten
0060 1 ☐ Kindergarten
0066 1 ☐ 1st
0068 1 ☐ 2nd
0070 1 ☐ 3rd
0072 1 ☐ 4th
0074 1 ☐ 5th
0076 1 ☐ 6th
0078 1 ☐ 7th
0080 1 ☐ 8th
0082 1 ☐ 9th
0084 1 ☐ 10th
0086 1 ☐ 11th
0088 1 ☐ 12th
0090 1 ☐ Ungraded

PLEASE NOTE → *For items 7a--12b, include only students in grades K–12 and comparable ungraded levels.*

7a. Around the first of October, what was the total number of students enrolled in this school in grades K-12 and comparable ungraded levels?

Do NOT include prekindergarten, postsecondary, or adult education students.

0092 ☐☐☐☐☐ Students

b. How many of these students were migrant students?

(Migrant students are those who move from school to school because they are children of migrant agricultural workers, including migratory dairy workers and migratory fishers.)

0093 ☐☐☐☐☐ Migrant students

0 ☐ None

8. Around the first of October, how many MALE students attended this school?

Do NOT include prekindergarten, postsecondary, or adult education students.

0095 ☐☐☐☐☐ Male students

0 ☐ None

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9. Around the first of October, how many students enrolled in grades K–12 and comparable ungraded levels were –

Do NOT include prekindergarten, postsecondary, or adult education students.

a. Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?

0096 [ ][ ][ ][ ] Students

0 ☐ None

b. White, not of Hispanic origin?

0097 [ ][ ][ ][ ] Students

0 ☐ None

c. Black, not of Hispanic origin?

0098 [ ][ ][ ][ ] Students

0 ☐ None

d. American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?

0099 [ ][ ][ ][ ] Students

0 ☐ None

e. Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, or other Asian)?

0100 [ ][ ][ ][ ] Students

0 ☐ None

f. Total students *(sum of entries in items 9a–e)*

0101 [ ][ ][ ][ ] Total students

NOTE: *Sum of entries in items 9a–e should be equal to entry in item 7a on page 5.*

10. How long is the school day for students in this school?

Report BOTH hours and minutes, e.g., 6 hours and 0 minutes, 5 hours and 45 minutes, etc. If the length of day varies by grade level, record the longest day.

0102 [ ][ ] Hours

AND

0103 [ ][ ] Minutes

11a. During the last school year (1998–1999), what is your best estimate of the percent of students in this school who were absent for the following number of days?

0104 ___ % **0-9 days**

0105 ___ % **10-20 days**

0106 ___ % **21+ days**

(Percentage entries should sum to 100%)

b. During the last school year (1998–1999), what was the Average Daily Attendance (ADA) at this school?

0107 ___ Students

12. What is the current enrollment CAPACITY of this school?

a. Capacity of permanent building(s)

0108 ___ Students

0 ☐ No permanent buildings

b. Capacity of temporary building(s)

0109 ___ Students

0 ☐ No temporary buildings

YOUR COMMENTS

II ADMISSIONS, PROGRAMS AND PERFORMANCE: Items 13 – 20

This section asks about requirements for admission, programs in your school, and the measurement of student performance.

13. What type of school is this?

Mark (X) the box that best describes this school.

0110
- 1 ☐ REGULAR elementary or secondary
- 3 ☐ Elementary or secondary with a SPECIAL PROGRAM EMPHASIS (such as a science/math school, performing arts school, talented/gifted school, foreign language immersion school, etc.)
- 4 ☐ SPECIAL EDUCATION school – primarily serves students with disabilities
- 5 ☐ VOCATIONAL/TECHNICAL school – primarily serves students being trained for occupations
- 6 ☐ ALTERNATIVE – offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special program, special education, or vocational school – *Please describe.*

5110 _____

14. Is this ENTIRE SCHOOL specifically for students who have been suspended or expelled, who have dropped out, or who have been referred for behavioral or adjustment problems?

0111
- 1 ☐ Yes
- 2 ☐ No

15a. Does this school have a magnet program?
(A magnet program offers enhancements such as special curricular themes or methods of instruction to attract students from outside their normal attendance area.)

0112
- 1 ☐ Yes
- 2 ☐ No → *GO to item 16 below.*

b. Is this a school-wide magnet program in which all students in this school participate in the program?

0113
- 1 ☐ Yes
- 2 ☐ No

c. Is this magnet program intended to encourage students of different racial or ethnic backgrounds to enroll in this school for the purpose of creating racial balance or reducing racial isolation?

0114
- 1 ☐ Yes
- 2 ☐ No

16. Does this school have any special requirements for admission other than proof of immunization, age, or residence?

0115
- 1 ☐ Yes → *Continue with item 17 on page 9.*
- 2 ☐ No → *GO to item 18 on page 10.*

17. Does this school use the following requirements for admission?

a. Admission test

0116 1 ☐ Yes
2 ☐ No

b. Standardized achievement test

0117 1 ☐ Yes
2 ☐ No

c. Academic record

0118 1 ☐ Yes
2 ☐ No

d. Special student needs (e.g., students "at risk" or with disabilities)

0119 1 ☐ Yes
2 ☐ No

e. Special student aptitudes, skills, or talents

0120 1 ☐ Yes
2 ☐ No

f. Personal interview

0121 1 ☐ Yes
2 ☐ No

g. Recommendations

0122 1 ☐ Yes
2 ☐ No

YOUR COMMENTS

18. Does this school offer the following programs?

a. Programs with special instructional approaches

(e.g., Montessori, self-paced instruction, open education, ungraded classrooms, etc.)

0125 1 ☐ Yes

2 ☐ No

b. Talented/gifted program

(Designed for students with specifically identified talents or exceptional academic achievement)

0126 1 ☐ Yes

2 ☐ No

c. Immersion in a foreign language program

(The basic curriculum is offered in a foreign language instead of English or in addition to English.)

0127 1 ☐ Yes

2 ☐ No

d. Advanced placement (AP) courses

0128 1 ☐ Yes

2 ☐ No

e. International Baccalaureate (IB)

(IB is an internationally licensed high school degree program.)

0129 1 ☐ Yes

2 ☐ No

f. Specialized career academy

(Curriculum that integrates academic and vocational courses, organized around broad career areas)

0130 1 ☐ Yes

2 ☐ No

g. Specialized Tech-Prep program(s)

(Vocational-technical instruction in the last two years of high school designed to prepare students for two years of postsecondary vocational instruction)

0131 1 ☐ Yes

2 ☐ No

19. Are the following programs or services currently available AT THIS SCHOOL for students in any of grades K–12 or comparable ungraded levels, regardless of funding source?

a. A program for students with discipline or adjustment problems

0132
1 ☐ Yes
2 ☐ No

b. Medical health care services

(Services provided by trained professionals to diagnose and treat health problems of students)

0133
1 ☐ Yes
2 ☐ No

c. Extended day or before-school or after-school day care programs

0134
1 ☐ Yes
2 ☐ No

20a. Does this school receive performance reports from the district on such things as students' scores on achievement tests or graduation rates?

0135
1 ☐ Yes
2 ☐ No → *GO to Section III on page 12.*

b. Does this school use these performance reports to –

(1) Evaluate the progress of students in this school?

0136
1 ☐ Yes
2 ☐ No

(2) Determine the next year's instructional focus?

0137
1 ☐ Yes
2 ☐ No

(3) Realign the curriculum, such as with content standards and/or other indicator criteria?

0138
1 ☐ Yes
2 ☐ No

(4) Inform parents and the community of the school's progress?

0139
1 ☐ Yes
2 ☐ No

(5) Prompt school-level initiatives for improvement?

0140
1 ☐ Yes
2 ☐ No

III STUDENTS AND CLASS ORGANIZATION: Items 21–26

This section asks about curriculum options and school organization.

21. Does this school use the following methods to organize classes or student groups?

a. Traditional grades or academic discipline-based departments

0141 1 ☐ Yes
2 ☐ No

b. Grades or groups subdivided into small groups such as "houses" or "families"

0142 1 ☐ Yes
2 ☐ No

c. Student groups that remain two or more years with the same teacher

0143 1 ☐ Yes
2 ☐ No

d. Interdisciplinary teaching

(e.g., two or more teachers with different academic specializations collaborate to teach an interdisciplinary program to the same group of students)

0144 1 ☐ Yes
2 ☐ No

e. Paired or team teaching

(e.g., two teachers are jointly responsible for teaching a single group of students)

0145 1 ☐ Yes
2 ☐ No

YOUR COMMENTS

22. Has this school implemented the following?

a. Scheduling of class periods to create extended instructional blocks of time (block scheduling)

0146
1 ☐ Yes
2 ☐ No

b. Before-school or after-school enrichment programs

0147
1 ☐ Yes
2 ☐ No

c. Academic intersessions or summer school activities for students needing extra assistance to meet academic expectations

0148
1 ☐ Yes
2 ☐ No

d. Academic intersessions or summer school activities for students seeking academic advancement or acceleration

0149
1 ☐ Yes
2 ☐ No

e. School calendar where number of days for students exceeds mandatory days per year

0150
1 ☐ Yes
2 ☐ No

f. Year-round calendar to distribute school days across twelve months

0151
1 ☐ Yes
2 ☐ No → *GO to item 23a on page 14.*

(1) Do all students attend on the same cycle?

0152
1 ☐ Yes
2 ☐ No

YOUR COMMENTS

23a. Does this school have students in one or more of grades 1–8?

0153
1 ☐ Yes
2 ☐ No → *GO to item 24a.*

b. Which of the following best describes this school's approach to providing instruction in core subjects (math, science, social studies, English/language arts) to regular students in grades 1–8?

Mark (X) only one box.

0154
1 ☐ **All classes in core subjects have students assigned into classrooms of mixed ability levels.**
2 ☐ **Some classes in core subjects have students assigned into classrooms of mixed ability levels.**
3 ☐ **Not applicable; only one class per grade**

24a. Does this school have students in one or more of grades 9–12?

0155
1 ☐ Yes
2 ☐ No → *GO to Section IV on page 16.*

b. Which of following best describes the organization of classes in core subjects (math, science, social studies, English/language arts) for regular students in grades 9–12?

Mark (X) only one box.

0156
1 ☐ **Classes in ALL core subjects are differentiated by student ability level.**
2 ☐ **Classes in SOME core subjects are differentiated by student ability level.**
3 ☐ **Classes in core subjects are NOT differentiated by ability level.**
4 ☐ **Not applicable; only one class per grade**

YOUR COMMENTS

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25. Are the following opportunities available for students in this school?

a. College credits offered through community colleges, colleges, or distance learning providers

0157 1 ☐ Yes
2 ☐ No

b. Work-based learning or internships, in which students earn COURSE CREDITS for supervised learning activities that occur in paid or unpaid workplace assignments

0158 1 ☐ Yes
2 ☐ No

c. Career learning, as a class or part of a class in which students learn about possible careers

0159 1 ☐ Yes
2 ☐ No

d. Job shadowing, in which students learn about a job by following the schedule of a person who holds that job

0160 1 ☐ Yes
2 ☐ No

26a. LAST SCHOOL YEAR (1998–1999), were any students enrolled in 12th grade?

0161 1 ☐ Yes
2 ☐ No → *GO to Section IV on page 16.*

b. What percentage graduated with a diploma?

Do not include certificates of completion or attendance.

0164 ___ %
0 ☐ None

c. Of those who graduated last year, approximately what percentage went to:

0165 ___ % **Four-year colleges?**

0166 ___ % **Two-year colleges?**

0167 ___ % **Technical or other specialized schools?**

YOUR COMMENTS

IV PARENT INVOLVEMENT AND SCHOOL SAFETY: Items 27 – 31

This section asks about parental involvement in your school and school safety programs.

27. LAST SCHOOL YEAR (1998–1999), were the following means of facilitating parent participation in place at this school? ("Parents" includes parents and other family members.)

NOTE: If you mark "Yes" for an activity, please mark the appropriate box to indicate the proportion of parental participation.

	Yes	No	*If "Yes"* – **What proportion of parents participated?** Few	Less than half	About half	More than half	Most
a. Open house or back-to-school night	0168 1 ☐	2 ☐	0169 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Regularly scheduled schoolwide parent-teacher conferences	0170 1 ☐	2 ☐	0171 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Special subject-area events (e.g., science fair, concert)	0172 1 ☐	2 ☐	0173 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Parent education workshops or courses	0174 1 ☐	2 ☐	0175 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Written contract between school and parent	0176 1 ☐	2 ☐	0177 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Parents as volunteers in the school	0178 1 ☐	2 ☐	0179 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Parents involved in instructional issues	0180 1 ☐	2 ☐	0181 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. Parents involved in governance	0182 1 ☐	2 ☐	0183 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
i. Parents involved in budget decisions	0184 1 ☐	2 ☐	0185 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

28. THIS SCHOOL YEAR (1999–2000), does this school have the following?

a. A staff member assigned to work on parent involvement

0186 1 ☐ Yes
2 ☐ No

b. A log of parent participation maintained by parents or staff

0187 1 ☐ Yes
2 ☐ No

c. A reliable system of communication with parents, such as newsletters or phone trees

0188 1 ☐ Yes
2 ☐ No

d. Services to support parent participation, such as providing child care or transportation

0189 1 ☐ Yes
2 ☐ No

e. A parent drop-in center or lounge

0190 1 ☐ Yes
2 ☐ No

f. A requirement that teachers send information home to parents explaining school lessons

0191 1 ☐ Yes
2 ☐ No

g. A requirement that teachers provide suggestions for activities that parents can do at home with their child

0192 1 ☐ Yes
2 ☐ No

h. A requirement that teachers create homework assignments that involve parents

0193 1 ☐ Yes
2 ☐ No

29a. Does this school currently have a drug, alcohol, or tobacco use prevention program?

0194 1 ☐ Yes
2 ☐ No → *GO to item 30 on page 18.*

b. Is there a formal procedure in place to assess the effectiveness of this prevention program?

0195 1 ☐ Yes
2 ☐ No

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30. Does this school currently have the following?

a. A requirement that visitors sign or check in

0196 1 ☐ Yes
2 ☐ No

b. Metal detectors through which all students must pass each day

0197 1 ☐ Yes
2 ☐ No

c. Random metal detector checks on students

0198 1 ☐ Yes
2 ☐ No

d. A requirement that all or most students stay on school grounds during lunch

0199 1 ☐ Yes
2 ☐ No

e. Drug sweeps

0200 1 ☐ Yes
2 ☐ No

f. Daily presence of police or security personnel

0201 1 ☐ Yes
2 ☐ No

g. Video surveillance

0202 1 ☐ Yes
2 ☐ No

31a. Does this school currently have a violence prevention program?

0203 1 ☐ Yes
2 ☐ No → *GO to Section V on page 19.*

b. Is there a formal procedure in place to assess the effectiveness of this violence prevention program?

0204 1 ☐ Yes
2 ☐ No

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V STAFFING: Items 32 – 36

This section asks about the status of staff in your school.

32. Around the first of October, how many staff held PART-TIME or FULL-TIME positions or assignments in this school in each of the following categories?

- *Report only for the grade range shown on the front page.*
- *Please read through all of the categories (a–l) listed below before starting to answer.*

Staff with **part-time positions or assignments** include:

- Employees you share with other schools or the district office.
- Employees who perform more than one function at this school; for example, a teaching principal would be counted once as a part-time teacher and again as a part-time principal.
- Employees who work part-time.

	PART-TIME	FULL-TIME
a. Principals	0205 ☐☐ 0 ☐ None	0206 ☐☐ 0 ☐ None
b. Vice principals and assistant principals	0207 ☐☐ 0 ☐ None	0208 ☐☐ 0 ☐ None
c. Instructional coordinators and supervisors, such as curriculum specialists	0211 ☐☐ 0 ☐ None	0212 ☐☐ 0 ☐ None
d. Library media specialists/librarians	0213 ☐☐ 0 ☐ None	0214 ☐☐ 0 ☐ None
e. School counselors, excluding psychologists and social workers	0215 ☐☐ 0 ☐ None	0216 ☐☐ 0 ☐ None

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32. Continued –

Around the first of October, how many staff held PART-TIME or FULL-TIME positions or assignments in this school in each of the following categories?

	PART-TIME	FULL-TIME
f. Student support services professional staff		
(1) Nurses	0217 ☐☐ 0 ☐ None	0218 ☐☐ 0 ☐ None
(2) Social workers	0219 ☐☐ 0 ☐ None	0220 ☐☐ 0 ☐ None
(3) Psychologists	0221 ☐☐ 0 ☐ None	0222 ☐☐ 0 ☐ None
(4) Speech therapists or pathologists	0223 ☐☐ 0 ☐ None	0224 ☐☐ 0 ☐ None
(5) Other student support services professional staff	0225 ☐☐ 0 ☐ None	0226 ☐☐ 0 ☐ None
g. Teachers		
INCLUDE these types of teachers: • Regular classroom teachers • Special area or resource teachers (e.g., special education, Title I, art, music, physical education) • Long-term substitute teachers *INCLUDE as part-time teachers:* • Itinerant teachers who teach part-time at this school • Employees reported in other parts of this item if they also have a part-time teaching assignment at this school *DO NOT INCLUDE these types of teachers:* • Student teachers • Short-term substitute teachers • Teachers who teach ONLY prekindergarten, postsecondary or adult education	0227 ☐☐ 0 ☐ None	0228 ☐☐ 0 ☐ None

32. Continued –

Around the first of October, how many staff held PART-TIME or FULL-TIME positions or assignments in this school in each of the following categories?

	PART-TIME	FULL-TIME
h. Aides or assistants		
(1) Library media center aides	0229 ___ 0 ☐ None	0230 ___ 0 ☐ None
(2) Special education aides	0231 ___ 0 ☐ None	0232 ___ 0 ☐ None
(3) Regular Title I aides	0233 ___ 0 ☐ None	0234 ___ 0 ☐ None
(4) Bilingual/ESL teacher aides	0235 ___ 0 ☐ None	0236 ___ 0 ☐ None
(5) Other teacher aides such as kindergarten aides	0237 ___ 0 ☐ None	0238 ___ 0 ☐ None
(6) Health and other non-instructional aides	0239 ___ 0 ☐ None	0240 ___ 0 ☐ None
i. Secretaries and other clerical support staff	0241 ___ 0 ☐ None	0242 ___ 0 ☐ None
j. Food service personnel	0243 ___ 0 ☐ None	0244 ___ 0 ☐ None
k. Custodial, maintenance, and security personnel	0245 ___ 0 ☐ None	0246 ___ 0 ☐ None
l. Other employees not reported above	0247 ___ 0 ☐ None	0248 ___ 0 ☐ None

In items 33 and 34, include only TEACHERS who teach students in one or more of grades K–12 or comparable ungraded levels. Do NOT include student teachers, short-term substitute teachers, or teachers who teach only prekindergarten, postsecondary, or adult education.

33. Of the full-time and part-time TEACHERS in this school around the first of October, how many were –

a. Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?

0249 [ ][ ][ ] Teachers

0 ☐ None

b. White, not of Hispanic origin?

0250 [ ][ ][ ] Teachers

0 ☐ None

c. Black, not of Hispanic origin?

0251 [ ][ ][ ] Teachers

0 ☐ None

d. American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?

0252 [ ][ ][ ] Teachers

0 ☐ None

e. Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, or other Asian)?

0253 [ ][ ][ ] Teachers

0 ☐ None

f. Total teachers *(sum of entries in items 33a–e)*

0254 [ ][ ][ ] Total teachers

NOTE: *Sum of entries in items 33a–e should equal the sum of the entries in item 32g on page 20 (full-time and part-time teachers).*

34. How many full-time and part-time TEACHERS were absent on the most recent school day?

0255 [ ][ ][ ] Teachers

0 ☐ None

35a. Were there teaching vacancies in this school for this school year – that is, teaching positions for which teachers were recruited and interviewed?

0256
1 ☐ Yes
2 ☐ No → *GO TO Section VI on page 25.*

b. Did this school use the following methods to cover the vacancies?

(1) Hired a fully qualified teacher

0257
1 ☐ Yes
2 ☐ No

(2) Hired a less-than-fully qualified teacher

0258
1 ☐ Yes
2 ☐ No

(3) Cancelled planned course offerings

0259
1 ☐ Yes
2 ☐ No

(4) Expanded some class sizes

0260
1 ☐ Yes
2 ☐ No

(5) Added sections to other teachers' normal teaching loads

0261
1 ☐ Yes
2 ☐ No

(6) Assigned a teacher of another subject or grade level to teach those classes

0262
1 ☐ Yes
2 ☐ No

(7) Assigned an administrator or counselor to teach the class

0263
1 ☐ Yes
2 ☐ No

(8) Used long-term or short-term substitutes

0264
1 ☐ Yes
2 ☐ No

YOUR COMMENTS

36. How difficult or easy was it to fill the vacancies for this school year in each of the following fields?

		Mark (X) one box on each line.					
		Not applicable in this school	No vacancy in that field	Easy	Somewhat difficult	Very difficult	Could not fill the vacancy
a. General elementary	0265	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
b. Special education	0266	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
c. English/Language arts	0267	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
d. Social studies	0268	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
e. Computer science	0269	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
f. Mathematics	0270	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
g. Biology or life sciences	0271	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
h. Physical sciences	0272	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
i. English as a Second Language (ESL), English for Speakers of Other Languages (ESOL), or bilingual education	0273	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
j. Foreign languages	0274	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
k. Music or art	0275	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
l. Vocational or technical education	0276	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

YOUR COMMENTS

VI TECHNOLOGY: Items 37 and 38

These items ask about technology in your school.

37a. What is the total number of computers in this school?

0277 [ ][ ][ ][ ] Number of computers

0 ☐ None → *GO to Section VII on page 27.*

b. How many of these computers currently have access to the Internet?

0278 [ ][ ][ ][ ] Number of computers

0 ☐ None

c. Of the total number of computers in your school (i.e., those in question 37a), **how many are used for instructional purposes?**

0279 [ ][ ][ ][ ] Number of computers

0 ☐ None → *GO to item 38b on page 26.*

Continue with item 38a on page 26.

YOUR COMMENTS

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38a. Which of the following statements best describes the person at this school who helps teachers use technology for teaching and learning? This person functions, either formally or informally, as a COMPUTER/TECHNOLOGY COORDINATOR with knowledge of educational uses of computer hardware and software.

Mark (X) the ONE BEST description for that person. If there is more than one person, mark for the one person who spends the most time on this work.

0280

1 ☐ No one serves as this type of coordinator. Teachers who use computers take care of this need for themselves.

2 ☐ A full-time school-level coordinator (who has no other job responsibility)

3 ☐ A library media specialist who also serves as computer coordinator

4 ☐ A full-time teacher who also has the title of this type of coordinator

5 ☐ A teacher informally provides leadership to other teachers who use computers

6 ☐ A district-level coordinator serves this function at this school

7 ☐ The principal or another school administrator serves this function at this school

8 ☐ A part-time teacher serves this function

9 ☐ Another person – *Describe*

5280 _____

38b. Which of the following statements best describes the person at this school who does, or helps teachers with, technical computer set-up and maintenance? This person functions, either formally or informally, as a COMPUTER/TECHNICAL SUPPORT PERSON.

Mark (X) the ONE BEST description for that person. If there is more than one person, mark for the one person who spends the most time on this work.

0281

1 ☐ No one serves as this type of technical support person. Teachers who use computers take care of this need for themselves.

2 ☐ A full-time school-level technical support person (who has no other job responsibility)

3 ☐ A library media specialist who also serves as a technical support person

4 ☐ A full-time teacher who also has the title of this type of technical support person

5 ☐ A teacher informally provides assistance to other teachers who use computers

6 ☐ A district-level technical support person serves this function at this school

7 ☐ The principal or another school administrator serves this function at this school

8 ☐ A part-time teacher serves this function

9 ☐ Another person – *Describe*

5281 _____

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VII SPECIAL PROGRAMS AND SERVICES: Items 39 – 49

This section asks about various programs and services in your school.

39a. Regardless of whether this school participates in the National School Lunch Program, around the first of October, were any students in this school ELIGIBLE for free or reduced-price lunches?

0282
1 ☐ Yes
2 ☐ No
3 ☐ Don't know

GO to item 40a.

b. Around the first of October, how many students at this school were ELIGIBLE for free or reduced-price lunches?

Report a separate count for prekindergarten students.

0283 ☐☐☐ Prekindergarten students eligible
0 ☐ None

0284 ☐☐☐☐ Other students eligible (Kindergarten and higher)
0 ☐ None

c. Does this school participate in the National School Lunch Program?

0285
1 ☐ Yes
2 ☐ No → *GO to item 40a.*

d. Around the first of October, how many applicants at this school were APPROVED for free or reduced-price lunches?

Report a separate count for prekindergarten applicants.

0286 ☐☐☐ Prekindergarten applicants approved
0 ☐ None

0287 ☐☐☐☐ Other applicants approved (Kindergarten and higher)
0 ☐ None

40a. Around the first of October, did any students enrolled in this school receive Title I services at this school, or at any other location?

(Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)

0288
1 ☐ Yes
2 ☐ No → *GO to item 42a on page 29.*

b. Is this school operating a school-wide Title I program?

0289
1 ☐ Yes → *GO to item 42a on page 29.*
2 ☐ No → *Continue with item 41a on page 28.*

41a. If this school is designated as a targeted assistance school, how many students are served by the Title I program?

0290 [ ][ ][ ][ ] Students

b. At which grade levels are students receiving Title I services?

Mark (X) all that apply.

0291 1 ☐ Prekindergarten
0292 1 ☐ Kindergarten
0293 1 ☐ 1st
0294 1 ☐ 2nd
0295 1 ☐ 3rd
0296 1 ☐ 4th
0297 1 ☐ 5th
0298 1 ☐ 6th
0299 1 ☐ 7th
0300 1 ☐ 8th
0301 1 ☐ 9th
0302 1 ☐ 10th
0303 1 ☐ 11th
0304 1 ☐ 12th
0305 1 ☐ Ungraded

c. Are students receiving Title I services in –

(1) Reading/Language arts?

0306 1 ☐ Yes
2 ☐ No

(2) Mathematics?

0307 1 ☐ Yes
2 ☐ No

(3) English as a Second Language (ESL)?

0308 1 ☐ Yes
2 ☐ No

d. In head counts, how many Title I teachers and teacher aides were teaching AT THIS SCHOOL around the first of October?

0309 [ ][ ][ ] Teachers

0 ☐ None

0310 [ ][ ][ ] Teacher aides

0 ☐ None

42a. Of the students enrolled in this school, how many have an Individual Education Plan (IEP) because they have disabilities or are special education students?

Do not include prekindergarten, postsecondary, or adult education students.

0315 ☐☐☐☐ Students

0 ☐ None → *GO to item 43a below.*

b. How many of these IEP students are in each of the following instructional settings?

The sum of entries in item 42b should equal the entry in item 42a above.

0316 ☐☐☐☐ **All day in a regular classroom**

0317 ☐☐☐☐ **Most of the day in a regular classroom** (1–20 percent of the school day receiving special education and related services outside the regular classroom)

0318 ☐☐☐☐ **Some of the day in a regular classroom** (21–60 percent of the school day receiving special education and related services outside the regular classroom)

0319 ☐☐☐☐ **Little or none of the day in a regular classroom** (61–100 percent of the school day receiving special education and related services outside the regular classroom)

43a. Of the students enrolled in this school as of October 1, have any been identified as limited-English proficient?

Do not include prekindergarten, postsecondary, or adult education students.

(Limited-English proficient (LEP) refers to students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

0320 1 ☐ Yes

2 ☐ No → *GO to item 48a on page 33.*

b. How many limited-English proficient students are enrolled in this school?

0321 ☐☐☐☐ Students

YOUR COMMENTS

44. Are the following used to determine whether a student is limited-English proficient?

a. Information provided by parent

0322 1 ☐ Yes

2 ☐ No

b. Teacher observation or referral

0323 1 ☐ Yes

2 ☐ No

c. Home language survey

0324 1 ☐ Yes

2 ☐ No

d. Student interview

0325 1 ☐ Yes

2 ☐ No

e. Student records

0326 1 ☐ Yes

2 ☐ No

f. Achievement test

0327 1 ☐ Yes

2 ☐ No

g. Language proficiency test

0328 1 ☐ Yes

2 ☐ No

YOUR COMMENTS

45a. Does this school have instruction specifically designed to address the needs of limited-English proficient students?

0329
1 ☐ Yes
2 ☐ No → *GO to item 46 on page 32.*

b. Are limited-English proficient students provided with the following types of language instruction?

(1) Instruction in English language using approaches such as ESL, structured immersion, or bilingual education

0330
1 ☐ Yes
2 ☐ No

(2) Instruction to maintain the student's fluency in his/her native language, such as Spanish lessons for Spanish speakers

0331
1 ☐ Yes
2 ☐ No

(3) Instruction in regular English/language arts classrooms

0332
1 ☐ Yes
2 ☐ No

c. How are limited-English proficient students taught subject matter courses such as mathematics, science, and social studies?

Are they taught –

(1) In their native language?

0333
1 ☐ Yes
2 ☐ No

(2) Using ESL, bilingual, or immersion techniques?

0334
1 ☐ Yes
2 ☐ No

(3) In regular English-speaking classrooms?

0335
1 ☐ Yes
2 ☐ No

YOUR COMMENTS

46. Are the following methods used to teach limited-English proficient students?

a. Compensatory or remedial classes

0336 1 ☐ Yes
2 ☐ No

b. Special education

0337 1 ☐ Yes
2 ☐ No

c. Regular classes

0338 1 ☐ Yes
2 ☐ No

47. Does this school provide the following services for parents with limited-English skills?

a. Interpreters for meetings or parent-teacher conferences

0339 1 ☐ Yes
2 ☐ No

b. Translations of printed materials, such as newsletters, school notices or school signs

0340 1 ☐ Yes
2 ☐ No

c. Outreach or referral services for limited-English proficient parents

0341 1 ☐ Yes
2 ☐ No

YOUR COMMENTS

48a. From the start of the regular 1998–1999 school year through the 1999 summer session, were any MIGRANT students enrolled in this school?

(Migrant students are those who move from school to school because they are children of migrant agricultural workers, including migratory dairy workers and migratory fishers.)

0342
1 ☐ Yes
2 ☐ No → *GO to item 50 below.*

b. What was the total cumulative enrollment of migrant students during the regular 1998–1999 school year and the 1999 summer session?

0343 ☐☐☐☐ Migrant students

49a. During the REGULAR 1998–1999 SCHOOL YEAR, did the migrant students in this school receive services covered at least in part by Title I Part C Migrant Education Program (MEP) funds under school control?

0344
1 ☐ Yes
2 ☐ No
3 ☐ Do not know
→ *GO to item 50 below.*

b. What were these MEP-funded services?

Mark all that apply.

0345 1 ☐ Supplemental instruction available to all students
0346 1 ☐ Instructional programs unique to migrant students
0347 1 ☐ Support services
0348 1 ☐ Other

50. How long did it take you to complete this form, not counting interruptions?

Please record the time in minutes, e.g., 45 minutes, 60 minutes, etc.

0349 ☐☐☐ Minutes

51. Please enter the date you completed this questionnaire.

Month Day Year

0350 ☐☐ ☐☐ ☐☐☐☐

Thank you very much for your participation in this survey.

Please return this survey in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

Find out more about the Schools and Staffing Survey (SASS) and information about schools that was collected in the last survey. See SASS on the World Wide Web at:

http://nces.ed.gov/surveys/sass

Look for the report "Schools and Staffing in the United States: A Statistical Profile, 1993-94" under Publications (NCES 96-124).

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES's Web site at:

http://nces.ed.gov

For additional data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

http://www.fedstats.gov

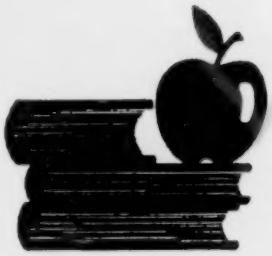
OMB No. 1850-0598: Approval Expires 09/30/2001

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by:
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU

PRIVATE SCHOOL QUESTIONNAIRE

SCHOOLS AND STAFFING SURVEY
1999–2000 School Year



(Please correct any errors in name, address, and ZIP Code.)

THIS SURVEY HAS BEEN ENDORSED BY:

- American Montessori Society
- American Muslim Council
- Association of Christian Schools International
- Association of Christian Teachers and Schools
- Association of Waldorf Schools of North America
- Christian Schools International
- Council for American Private Education
- Evangelical Lutheran Church of America
- Friends Council on Education
- Jesuit Secondary Education Association
- Lutheran Church-Missouri Synod
  Department of School Ministry
  Board for Congregational Services
- National Association of Independent Schools
- National Association of Private Schools for Exceptional Children
- The National Catholic Educational Association
- National Christian School Association
- National Coalition of Girls' Schools
- National Independent Private Schools Association
- North American Division of Seventh Day Adventists
- Oral Roberts University Educational Fellowship
- Torah Umesorah – National Society for Hebrew Day Schools
- United States Catholic Conference
- Wisconsin Evangelical Lutheran Synod

NOTICE

This report is authorized by law (20 U.S. Code 1221e). The results will be reported in statistical summaries.

FORM **SASS-3B**
(9-20-99)

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DEAR PRINCIPAL/SCHOOL HEAD:

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in this survey. The U.S. Census Bureau is conducting this survey by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e).

WHAT IS THE PURPOSE OF THIS SURVEY?

The purpose of this survey is to obtain information about schools such as policies, staffing patterns, student characteristics, and programs and services offered. We will report the data only in statistical summaries so that individuals cannot be identified.

WHY SHOULD YOUR SCHOOL PARTICIPATE IN THIS SURVEY?

We are conducting this survey with only a sample of schools. Therefore, the value of your individual contribution is greatly increased because it represents many other schools. We encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Please return your completed questionnaire in the enclosed envelope. If you do not have the return envelope, please call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT.

SINCERELY,

Gary W. Phillips

GARY W. PHILLIPS
ACTING COMMISSIONER OF EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 70 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns about the contents of this questionnaire, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

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1. INSTRUCTIONS

a. We suggest using a pencil or ball point pen to answer this questionnaire.

b. If you have any questions, call the Census Bureau at 1–800–221–1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time).

c.

2a. Is the institution or organization named on the front of this questionnaire a school?

0050
1 ☐ Yes
2 ☐ No – *Please explain.*

5050 _____ → *GO to item 3 below.*

b. Is the school named on the front of this questionnaire a private school?

For this survey, all elementary and secondary schools that are privately funded are considered private schools, e.g., Roman Catholic schools, Hebrew day schools, Lutheran schools, private boarding schools, nonsectarian private schools, etc.

0051
1 ☐ Yes
2 ☐ No – *Please describe the type of school (e.g., public school, Bureau of Indian Affairs school, state school, charter school, etc.).*

5051 _____ → *GO to item 3 below.*

c. Is the school named on the front of this questionnaire still in operation?

0052
1 ☐ Yes
2 ☐ No – *Please record the year when the school closed.*

0053 ☐☐☐☐ → *Go to item 3 below.*

d. Does this school teach students in one or more of grades K to 12, or comparable ungraded levels?

0054
1 ☐ Yes
2 ☐ No – *Please record the grade level(s) taught in this school (e.g., prekindergarten, adult education, postsecondary).*

5054 _____ → *GO to item 3 below.*

e. Are this school's name and grade range the same as that shown on the front page?

NOTE – *We have intentionally omitted prekindergarten (PK) from the grade range on the front page. If PK is the only difference between the school's actual grade range and the range shown on the front page, please mark "Yes."*

0055
1 ☐ Yes
2 ☐ No

3. If you marked "No" to any of questions 2a—e, please call the Census Bureau at 1–800–221–1204.

If you marked "Yes" for all of questions 2a—e, continue with item 4.

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4. At the end of this questionnaire, you are asked to record the amount of time required to complete this form, not counting interruptions. Please record the time you begin.

0057 [ ] : [ ]

GENERAL INFORMATION ABOUT YOUR SCHOOL: Items 5–18

This section asks for general school information such as grade range, building capacity, and enrollment.

5. How many students were enrolled in each of the following grade levels around the first of October?

- *Report only for the school named on the front of this questionnaire.*
- *Do NOT include postsecondary or adult education students, or children who are enrolled only in day care at this school.*
- *Mark the box for each grade level in which students are enrolled, and enter the number enrolled to the right.*

Grade levels	Grades with students enrolled around October 1, 1999	Enrollment around October 1, 1999
a. Ungraded (including ungraded special education students)	0090 1 ☐	0091 [ ][ ][ ][ ]
b. Nursery and prekindergarten	0058 1 ☐	0059 [ ][ ][ ][ ]
c. Kindergarten *(traditional year of school primarily for 5-year-olds prior to first grade)*	0060 1 ☐	0061 [ ][ ][ ][ ]
d. Transitional (or readiness) kindergarten *(extra year of school for kindergarten-age children who are judged not ready for kindergarten)*	0062 1 ☐	0063 [ ][ ][ ][ ]
e. Transitional first (or prefirst) grade *(extra year of school for children who have attended kindergarten but have been judged not ready for first grade)*	0064 1 ☐	0065 [ ][ ][ ][ ]

YOUR COMMENTS

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5. Continued –

How many students were enrolled in each of the following grade levels around the first of October?

Grade levels	Grades with students enrolled around October 1, 1999	Enrollment around October 1, 1999
f. 1st	0066 1 ☐	0067
g. 2nd	0068 1 ☐	0069
h. 3rd	0070 1 ☐	0071
i. 4th	0072 1 ☐	0073
j. 5th	0074 1 ☐	0075
k. 6th	0076 1 ☐	0077
l. 7th	0078 1 ☐	0079
m. 8th	0080 1 ☐	0081
n. 9th	0082 1 ☐	0083
o. 10th	0084 1 ☐	0085
p. 11th	0086 1 ☐	0087
q. 12th	0088 1 ☐	0089

6. What was the total number of students enrolled in this school around the first of October?

➧ *Please sum lines 5(a) through 5(q).*

0900 Students

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7a. Is this school coeducational?

0901
1 ☐ Yes
2 ☐ No, it is an all-female school
3 ☐ No, it is an all-male school

→ *GO to item 8 below.*

b. Around the first of October, how many MALE students attended this school?
Do NOT include prekindergarten, postsecondary, or adult education students.

0095 [| | |] Male students

0 ☐ None

8. Around the first of October, how many students enrolled in grades K–12 and comparable ungraded levels were –

Do NOT include prekindergarten, postsecondary, or adult education students.

a. Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?

0096 [| | |] Students

0 ☐ None

b. White, not of Hispanic origin?

0097 [| | |] Students

0 ☐ None

c. Black, not of Hispanic origin?

0098 [| | |] Students

0 ☐ None

d. American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?

0099 [| | |] Students

0 ☐ None

e. Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, or other Asian)?

0100 [| | |] Students

0 ☐ None

f. Total students *(sum of entries in items 8a–e)*

0101 [| | |] Total students

9. How long is the school day for students in this school?

Report BOTH hours and minutes, e.g., 6 hours and 0 minutes, 5 hours and 45 minutes, etc. If the length of day varies by grade level, record the longest day.

0102 [ ][ ] Hours

AND

0103 [ ][ ] Minutes

10. How many days are in the school year for students in this school?

0470 [ ][ ][ ] Days per year

11. During the last school year (1998-1999), what is your best estimate of the percent of students in this school who were absent for the following number of days?

0104 [ ][ ][ ] % **0-9 days**

0105 [ ][ ][ ] % **10-20 days**

0106 [ ][ ][ ] % **21+ days**

(Percentage entries should sum to 100%)

12. During the last school year (1998-1999), what was the Average Daily Attendance (ADA) at this school?

0107 [ ][ ][ ][ ][ ] Students

13a. How long is the school day for a kindergarten, transitional kindergarten, or transitional first grade student?

Mark (X) only one box.

0903
- 0 ☐ School does not offer kindergarten, transitional kindergarten, or transitional first grade → *GO to item 14 on page 8.*
- 1 ☐ Full day (4 hours or more per day)
- 2 ☐ Half day (less than 4 hours per day)
- 3 ☐ Both offered

b. How many days per week does a kindergarten, transitional kindergarten, or transitional first grade student attend?

If the number of days per week varies (e.g., some students attend 3 days per week and some attend 5 days per week), record the most days that a student would attend in a week.

0904 [ ][ ] Days per week

14. What is the current enrollment CAPACITY of this school?

a. Capacity of permanent building(s)

0108 [| | |] Students

0 ☐ No permanent buildings

b. Capacity of temporary building(s)

0109 [| | |] Students

0 ☐ No temporary buildings

15. Does this school have a library or library media center?

(A library media center is an organized collection of printed and/or audiovisual and/or computer resources which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers, and administrators.)

(A library media center may be called a library, media center, resource center, information center, instructional materials center, learning resource center, or some other name.)

0798 1 ☐ Yes

2 ☐ No

16. What type of school is this?

Mark (X) only one box.

0110 1 ☐ REGULAR elementary or secondary

2 ☐ MONTESSORI

3 ☐ Elementary or secondary with a SPECIAL PROGRAM EMPHASIS (such as a science/math school, performing arts high school, foreign language immersion school, talented/gifted school, etc.)

4 ☐ SPECIAL EDUCATION – primarily serves students with disabilities

5 ☐ VOCATIONAL/TECHNICAL – primarily serves students being trained for occupations

6 ☐ ALTERNATIVE – offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special education, or vocational school – *Please describe*

5110 _____

7 ☐ EARLY CHILDHOOD PROGRAM/DAY CARE CENTER (e.g., kindergarten only, prekindergarten and kindergarten only, kindergarten and transitional first grade only, day care and transitional kindergarten only, etc.)

17. Is a major role of this school to support home schooling?

0905
1 ☐ Yes
2 ☐ No

18. Is this school located in a private home that is used primarily as a family residence?

0906
1 ☐ Yes
2 ☐ No

YOUR COMMENTS

II SCHOOL AFFILIATION: Items 19–22

This section asks about your school's affiliation, association memberships, and accreditation.

19a. Does this school have a religious orientation or purpose?

0907
1 ☐ Yes
2 ☐ No → (GO to item 20 on page 11.)

b. Is this school affiliated with a religious organization or institution?

0908
1 ☐ Yes
2 ☐ No

c. What is this school's religious orientation or affiliation?

0909
1 ☐ Roman Catholic → 0910 1 ☐ Parochial (or inter-parochial)
2 ☐ Diocesan
3 ☐ Private

2 ☐ African Methodist Episcopal
3 ☐ Amish
4 ☐ Assembly of God
5 ☐ Baptist
6 ☐ Brethren
7 ☐ Calvinist
8 ☐ Christian (no specific denomination)
9 ☐ Church of Christ
10 ☐ Church of God
11 ☐ Church of God in Christ
12 ☐ Disciples of Christ
13 ☐ Episcopal
14 ☐ Friends
15 ☐ Greek Orthodox
16 ☐ Islamic
17 ☐ Jewish
18 ☐ Latter Day Saints
19 ☐ Lutheran Church -- Missouri Synod
20 ☐ Evangelical Lutheran Church in America (formerly AELC, ALC, or LCA)
21 ☐ Wisconsin Evangelical Lutheran Synod
22 ☐ Other Lutheran
23 ☐ Mennonite
24 ☐ Methodist
25 ☐ Pentecostal
26 ☐ Presbyterian
27 ☐ Seventh-Day Adventist
28 ☐ Other –*Specify* → 5909 _____

20. To which of the following associations or organizations does this school belong?

● *Mark (X) all that apply.*

0911 0 ☐ This school does NOT belong to ANY associations or organizations.

RELIGIOUS

0912 1 ☐ Accelerated Christian Education (ACE) (or School of Tomorrow)

0913 1 ☐ American Association of Christian Schools (AACS)

0914 1 ☐ Association of Christian Schools International (ACSI)

0915 1 ☐ Association of Christian Teachers and Schools (ACTS)

0916 1 ☐ Christian Schools International (CSI)

0917 1 ☐ Council of Islamic Schools in North America (CISNA)

0918 1 ☐ Evangelical Lutheran Education Association (ELEA)

0919 1 ☐ Friends Council on Education (FCE)

0920 1 ☐ General Conference of the Seventh-Day Adventist Church (GCSDAC)

0921 1 ☐ Jesuit Secondary Education Association (JSEA)

0922 1 ☐ National Association of Episcopal Schools (NAES)

0923 1 ☐ National Catholic Educational Association (NCEA)

0924 1 ☐ National Christian School Association (NCSA)

0925 1 ☐ National Society of Hebrew Day Schools (NSHDS)

0926 1 ☐ Oral Roberts University Educational Fellowship (ORUEF)

0927 1 ☐ Solomon Schechter Day Schools (SSDS)

0928 1 ☐ Southern Baptist Association of Christian Schools (SBACS)

0929 1 ☐ Other religious school association(s) – *Specify*

5929 _____

20. Continued –

To which of the following associations or organizations does this school belong?

Mark (X) all that apply.

SPECIAL EMPHASIS

0930 1 ☐ American Montessori Society (AMS)

0931 1 ☐ Other Montessori association(s)

0932 1 ☐ Association of Military Colleges and Schools (AMCS)

0933 1 ☐ Association of Waldorf Schools of North America (AWSNA)

0934 1 ☐ Bilingual School Association (BSA)

0935 1 ☐ Council of Bilingual Education (CBE)

0936 1 ☐ Council for Exceptional Children (CEC)

0937 1 ☐ National Association of Private Schools for Exceptional Children (NAPSEC)

0938 1 ☐ Other association(s) for exceptional children

0939 1 ☐ European Council for International Schools (ECIS)

0940 1 ☐ National Association for the Education of Young Children (NAEYC)

0941 1 ☐ National Association of Bilingual Education (NABE)

0942 1 ☐ National Association of Laboratory Schools (NALS)

0943 1 ☐ National Coalition of Girls' Schools (NCGS)

0944 1 ☐ Other special emphasis association(s) – *Specify*

5944 _____

OTHER SCHOOL ASSOCIATIONS OR ORGANIZATIONS

0945 1 ☐ Alternative School Network (ASN)

0946 1 ☐ Institute for Independent Education (IIE)

0947 1 ☐ National Association of Independent Schools (NAIS)

0948 1 ☐ State or regional independent school association

0949 1 ☐ National Coalition of Alternative Community Schools (NCACS)

0950 1 ☐ National Independent Private School Association (NIPSA)

0951 1 ☐ The Association of Boarding Schools (TABS)

0952 1 ☐ Other school association(s) – *Specify*

5952 _____

21. Has this school received accreditation from any accrediting agency?

("Accreditation" is defined as a peer review process which includes, but is not limited to, self study, site visits, cyclical reporting and evaluation.)

0953
1 ☐ Yes
2 ☐ No → *GO to section III on page 14.*

22. Has this school been accredited by–

a. A state government accrediting agency?

0954
1 ☐ Yes
2 ☐ No

b. A state nonpublic school accrediting consortium or commission, or an accrediting association accepted by such consortium or commission?

0955
1 ☐ Yes
2 ☐ No

c. One or more of the seven "Regional or Transregional Accrediting Agencies" (Southern Association of Colleges and Schools, North Central Association of Colleges and Schools, New England Association of Schools and Colleges, Middle States Association of Colleges and Schools, Northwest Association of Schools and Colleges, Western Association of Schools and Colleges, Commission on International or Transregional Accreditation)?

0956
1 ☐ Yes
2 ☐ No

d. Accrediting association with full membership in the National Council for Private School Accreditation (NCPSA)?

0957
1 ☐ Yes
2 ☐ No

e. Other?

0958
1 ☐ Yes – *Describe* → 5958 _____
2 ☐ No

YOUR COMMENTS

III TEACHER STAFFING: Items 23–26

This section asks about the status of teachers in your school.

INSTRUCTIONS AND AN EXAMPLE FOR ITEM 23

In item 23, we ask for the number of teachers for grades K – 12 by the amount of time they teach at THIS school.

Example:

The following is an example to illustrate how to report teachers in this item for a school that includes prekindergarten through grade 8.

If this school has eight full-time teachers for grades 1–8, one full-time teacher who teaches kindergarten 1/2 time and prekindergarten 1/2 time, a music teacher who teaches two days each week, a physical education teacher who teaches three days each week, and a teaching principal who teaches one 30-minute class each day, you would complete item 23 as follows:

| 8 | Full-time teachers

o ☐ None

| | | | Teach at least ¾ time but less than full time

o ☒ None

| 2 | Teach at least ½ time but less than ¾ time

This number includes the one full-time teacher who teaches kindergarten ½ time and prekindergarten ½ time. The time he/she spends teaching prekindergarten is not counted in item 23.

This number also includes the physical education teacher who teaches three days a week.

o ☐ None

| 1 | Teach at least ¼ time but less than ½ time

This includes the music teacher who teaches two days a week.

o ☐ None

| 1 | Teach less than ¼ time

This includes the principal who teaches one 30-minute class each day. The time he/she spends working as a principal is not included in item 23.

o ☐ None

| 1 | 2 | **TOTAL TEACHERS**

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23. Around October 1, 1999, how many persons were teaching in grades K–12 and/or COMPARABLE ungraded levels at this school in the following time categories?

- *Consider only the amount of time an individual works as a teacher during a typical week at THIS school.*
- *Include:*
  - Regular classroom teachers;
  - Teachers who teach subjects such as music, art, physical education, and special education;
  - Teaching principals/administrators who teach a regularly scheduled class at this school.
- *Do NOT include:*
  - Teachers who teach ONLY nursery, prekindergarten, postsecondary, or adult education;
  - Student teachers, teacher aides, day care aides, or short-term substitute teachers;
  - Counselors, library media specialists/librarians, speech therapists, social workers, or administrators UNLESS they also teach a regularly scheduled class at THIS school.

0228 [| |] Full-time teachers

0 ☐ None

0959 [| |] Teach at least ¾ time but less than full time

0 ☐ None

0960 [| |] Teach at least ½ time but less than ¾ time

0 ☐ None

0961 [| |] Teach at least ¼ time but less than ½ time

0 ☐ None

0962 [| |] Teach less than ¼ time

0 ☐ None

0963 [| |] **TOTAL TEACHERS**

In items 24 and 25, include only TEACHERS who teach students in one or more of grades K–12 or comparable ungraded levels. Do NOT include student teachers, short-term substitute teachers, or teachers who teach only prekindergarten, postsecondary, or adult education.

24. Of the full-time and part-time TEACHERS in this school around the first of October, how many were –

a. Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?

0249 [ ][ ][ ] Teachers

0 ☐ None

b. White, not of Hispanic origin?

0250 [ ][ ][ ] Teachers

0 ☐ None

c. Black, not of Hispanic origin?

0251 [ ][ ][ ] Teachers

0 ☐ None

d. American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?

0252 [ ][ ][ ] Teachers

0 ☐ None

e. Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, or other Asian)?

0253 [ ][ ][ ] Teachers

0 ☐ None

f. Total teachers *(sum of entries in items 24a–e)*

0254 [ ][ ][ ] Total teachers

NOTE: *Sum of entries in items 24a–e should equal the total teachers reported in item 23 on page 15 (full-time and part-time teachers).*

25. How many full-time and part-time TEACHERS were absent on the most recent school day?

0255 [ ][ ][ ] Teachers

0 ☐ None

26. Does this school have students in any of grades 1-12 or comparable ungraded levels?

0964 1 ☐ Yes

2 ☐ No → *GO to item 90 on page 57.*

IV GRADUATION REQUIREMENTS: Items 27–31

This section asks about years of instruction in various subjects required for graduation, as well as community service requirements and other assessments necessary for graduation.

27. Does this school grant high school diplomas?

Do not include vocational certificates, certificates of attendance, or certificates of completion.

0574
1 ☐ Yes
2 ☐ No → *GO to section V on page 19.*

28. For high school graduates of the class of 2000, how many years of instruction are required in each of the following areas?

Record the number to the nearest TENTH, e.g., 3.0, 2.5, etc.

a. English/Language arts

0575 [| . |] Years

0 ☐ None

b. Mathematics

0576 [| . |] Years

0 ☐ None

c. Computer science

0577 [| . |] Years

0 ☐ None

d. Social sciences, social studies (e.g., history, geography, economics)

0578 [| . |] Years

0 ☐ None

e. Physical or biological sciences

0579 [| . |] Years

0 ☐ None

f. Foreign languages

0580 [| . |] Years

0 ☐ None

29a. Do these requirements reflect a 3-year or a 4-year program?

Mark (X) only one box.

0581
1 ☐ 3-year program
2 ☐ 4-year program
→ *GO to item 30a.*
3 ☐ Other

b. How many years?

0582 ☐ Years

30a. Does this school have a community service requirement for students in the class of 2000?

0583
1 ☐ Yes
2 ☐ No → *GO to item 31a below.*

b. Does this school require a certain number of hours of community service?

0584
1 ☐ Yes
2 ☐ No → *GO to item 31a below.*

c. How many hours are required?

0585 ☐☐☐ Hours

31a. Last school year (1998–1999), were any students enrolled in 12th grade?

0161
1 ☐ Yes
2 ☐ No → *GO to section V on page 19.*

b. How many students were enrolled in 12th grade around October 1, 1998?

0162 ☐☐☐☐ 12th graders

c. How many students graduated from the 12th grade last year?

Include 1999 summer graduates. Do not include students who received only vocational certificates, certificates of attendance, or certificates of completion.

0163 ☐☐☐☐ Graduates

0 ☐ None → *GO to section V on page 19.*

d. Of those who graduated last year, approximately what percentage went to:

0165 ☐☐☐ % **Four-year colleges?**

0166 ☐☐☐ % **Two-year colleges?**

0167 ☐☐☐ % **Technical or other specialized schools?**

V TUITION AND ADMISSIONS: Items 32–36

This section asks about your school's policies on boarding, tuition, and admissions.

32a. Do any students board at this school?

0965
1 ☐ Yes
2 ☐ No → *GO to item 33a below.*

b. How many students board at this school?

0966 1 ☐ All

0967 [| | |] Students

33a. Does this school charge tuition for any students?

0968
1 ☐ Yes
2 ☐ No → *GO to item 34 below.*

b. Does this school have any policy for modifying or discounting tuition rates, such as on the basis of additional students from the same family, financial need, or church membership?

0969
1 ☐ Yes
2 ☐ No

c. What is the highest ANNUAL tuition charged by this school for a full-time student?

- *Report in whole dollars.*
- *Do not include boarding fees.*

0970 $ [| | | | | | .00] per year

34. Is this ENTIRE SCHOOL specifically for students who have been suspended or expelled, who have dropped out, or who have been referred for behavioral or adjustment problems?

0111
1 ☐ Yes
2 ☐ No

YOUR COMMENTS

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35. Does this school have any special requirements for admission other than proof of immunization, age, or residence?

0115
1 ☐ Yes
2 ☐ No → *GO to section VI on page 21.*

36. Does this school use the following requirements for admission?

a. Admission test

0116
1 ☐ Yes
2 ☐ No

b. Standardized achievement test

0117
1 ☐ Yes
2 ☐ No

c. Academic record

0118
1 ☐ Yes
2 ☐ No

d. Special student needs (e.g., students "at risk" or with disabilities)

0119
1 ☐ Yes
2 ☐ No

e. Special student aptitudes, skills, or talents

0120
1 ☐ Yes
2 ☐ No

f. Personal interview

0121
1 ☐ Yes
2 ☐ No

g. Recommendations

0122
1 ☐ Yes
2 ☐ No

h. Religious affiliation

0123
1 ☐ Yes
2 ☐ No

VI STUDENTS AND CLASS ORGANIZATION: Items 37–43

This section asks about curriculum options and school organization.

37. Does this school use the following methods to organize classes or student groups?

a. Traditional grades or academic discipline-based departments

0141 1 ☐ Yes
2 ☐ No

b. Grades or groups subdivided into small groups such as "houses" or "families"

0142 1 ☐ Yes
2 ☐ No

c. Student groups that remain two or more years with the same teacher

0143 1 ☐ Yes
2 ☐ No

d. Interdisciplinary teaching

(e.g., two or more teachers with different academic specializations collaborate to teach an interdisciplinary program to the same group of students)

0144 1 ☐ Yes
2 ☐ No

e. Paired or team teaching

(e.g., two teachers are jointly responsible for teaching a single group of students)

0145 1 ☐ Yes
2 ☐ No

YOUR COMMENTS

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38. Has this school implemented the following?

a. Scheduling of class periods to create extended instructional blocks of time (block scheduling)

0146
1 ☐ Yes
2 ☐ No

b. Before-school or after-school enrichment programs

0147
1 ☐ Yes
2 ☐ No

c. Academic intersessions or summer school activities for students needing extra assistance to meet academic expectations

0148
1 ☐ Yes
2 ☐ No

d. Academic intersessions or summer school activities for students seeking academic advancement or acceleration

0149
1 ☐ Yes
2 ☐ No

e. Year-round calendar to distribute school days across twelve months

0151
1 ☐ Yes
2 ☐ No → *GO to item 39a on page 23.*

(1) Do all students attend on the same cycle?

0152
1 ☐ Yes
2 ☐ No

YOUR COMMENTS

39a. Does this school have students in one or more of grades 1–8?

0153
1 ☐ Yes
2 ☐ No → *GO to item 40a.*

b. Which of the following best describes this school's approach to providing instruction in core subjects (math, science, social studies, English/language arts) to regular students in grades 1–8?

Mark (X) only one box.

0154
1 ☐ **All classes in core subjects have students assigned into classrooms of mixed ability levels.**
2 ☐ **Some classes in core subjects have students assigned into classrooms of mixed ability levels.**
3 ☐ **Not applicable; only one class per grade**

40a. Does this school have students in one or more of grades 9–12?

0155
1 ☐ Yes
2 ☐ No → *GO to item 42 on page 25.*

b. Which of following best describes the organization of classes in core subjects (math, science, social studies, English/language arts) for regular students in grades 9–12?

Mark (X) only one box.

0156
1 ☐ **Classes in ALL core subjects are differentiated by student ability level.**
2 ☐ **Classes in SOME core subjects are differentiated by student ability level.**
3 ☐ **Classes in core subjects are NOT differentiated by ability level.**
4 ☐ **Not applicable; only one class per grade**

YOUR COMMENTS

41. Are the following opportunities available for students in this school?

a. College credits offered through community colleges, colleges, or distance learning providers

0157 1 ☐ Yes
2 ☐ No

b. Work-based learning or internships, in which students earn COURSE CREDITS for supervised learning activities that occur in paid or unpaid workplace assignments

0158 1 ☐ Yes
2 ☐ No

c. Career learning, as a class or part of a class in which students learn about possible careers

0159 1 ☐ Yes
2 ☐ No

d. Job shadowing, in which students learn about a job by following the schedule of a person who holds that job

0160 1 ☐ Yes
2 ☐ No

YOUR COMMENTS

42. Does this school offer the following programs?

a. Programs with special instructional approaches
(e.g., Montessori, self-paced instruction, open education, ungraded classrooms, etc.)

0125 1 ☐ Yes
2 ☐ No

b. Talented/gifted program
(Designed for students with specifically identified talents or exceptional academic achievement)

0126 1 ☐ Yes
2 ☐ No

c. Immersion in a foreign language program
(The basic curriculum is offered in a foreign language instead of English or in addition to English.)

0127 1 ☐ Yes
2 ☐ No

d. Advanced placement (AP) courses

0128 1 ☐ Yes
2 ☐ No

e. International Baccalaureate (IB)
(IB is an internationally licensed high school degree program.)

0129 1 ☐ Yes
2 ☐ No

f. Specialized career academy
(Curriculum that integrates academic and vocational courses, organized around broad career areas)

0130 1 ☐ Yes
2 ☐ No

g. Specialized Tech-Prep program(s)
(Vocational-technical instruction in the last two years of high school designed to prepare students for two years of postsecondary vocational instruction)

0131 1 ☐ Yes
2 ☐ No

43. Are the following programs or services currently available AT THIS SCHOOL for students in any of grades K–12 or comparable ungraded levels, regardless of funding source?

a. A program for students with discipline or adjustment problems

0132 1 ☐ Yes

2 ☐ No

b. Medical health care services

(Services provided by trained professionals to diagnose and treat health problems of students)

0133 1 ☐ Yes

2 ☐ No

c. Extended day or before-school or after-school day care programs

0134 1 ☐ Yes

2 ☐ No

YOUR COMMENTS

VII RECRUITMENT AND HIRING OF TEACHERS: Items 44–50

This section asks about teacher recruiting and hiring criteria, job offers, and dismissals.

44. Are the following criteria used in considering applicants for teaching positions in this school?

a. Full standard state certification for field to be taught

0477
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

b. Certification by a private school association or organization

0478
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

c. At least emergency or temporary state certification or endorsement for field to be taught

0479
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

d. Graduation from a state-approved teacher education program

0480
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

e. College major or minor in field to be taught

0481
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

f. Passage of a STATE test of basic skills

0482
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

g. Passage of a STATE test of subject knowledge

0483
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

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44. Continued –

Are the following criteria used in considering applicants for teaching positions in this school?

h. Passage of a local SCHOOL test of basic skills or subject knowledge

0484
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

i. Passage of the Praxis Series Core Battery Test of Professional Knowlege

0485
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

j. Passage of the Praxis II: Subject Assessment

0486
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

YOUR COMMENTS

45a. Were there teaching vacancies in this school for this school year - that is, teaching positions for which teachers were recruited and interviewed?

0256
1 ☐ Yes
2 ☐ No → GO to item 48 on page 32.

b. Did this school use the following methods to cover the vacancies?

(1) Hired a fully qualified teacher

0257
1 ☐ Yes
2 ☐ No

(2) Hired a less-than-fully qualified teacher

0258
1 ☐ Yes
2 ☐ No

(3) Cancelled planned course offerings

0259
1 ☐ Yes
2 ☐ No

(4) Expanded some class sizes

0260
1 ☐ Yes
2 ☐ No

(5) Added sections to other teachers' normal teaching loads

0261
1 ☐ Yes
2 ☐ No

(6) Assigned a teacher of another subject or grade level to teach those classes

0262
1 ☐ Yes
2 ☐ No

(7) Assigned an administrator or counselor to teach the class

0263
1 ☐ Yes
2 ☐ No

(8) Used long-term or short-term substitutes

0264
1 ☐ Yes
2 ☐ No

YOUR COMMENTS

46. How difficult or easy was it to fill the vacancies for this school year in each of the following fields?

		Mark (X) one box on each line.					
		Not applicable in this school	No vacancy in that field	Easy	Somewhat difficult	Very difficult	Could not fill the vacancy
a. General elementary	0265	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
b. Special education	0266	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
c. English/Language arts	0267	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
d. Social studies	0268	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
e. Computer science	0269	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
f. Mathematics	0270	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
g. Biology or life sciences	0271	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
h. Physical sciences	0272	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
i. English as a Second Language (ESL), English for Speakers of Other Languages (ESOL), or bilingual education	0273	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
j. Foreign languages	0274	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
k. Music or art	0275	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
l. Vocational or technical education	0276	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

YOUR COMMENTS

47a. For this school year, how many teachers were newly hired by this school for grades K–12 and comparable ungraded levels?

Report head counts, not FTEs.

0487 [| |] Teachers

0 ☐ None → *GO to item 48 on page 32.*

b. Of the newly hired teachers, how many of the job offers to these teachers were made –

(1) Before the 1999 summer break?

0488 [| |] Offers

0 ☐ None

(2) During the first half of summer break?

0489 [| |] Offers

0 ☐ None

(3) During the second half of summer break?

0490 [| |] Offers

0 ☐ None

(4) After the beginning of this school year (1999–2000)?

0491 [| |] Offers

0 ☐ None

YOUR COMMENTS

48. Has this school used the following procedures to dismiss poor or incompetent teachers?

a. Criteria for dismissal are met; teacher is dismissed

0492 1 ☐ Yes
2 ☐ No

b. Poor or incompetent teachers identified and "counseled" out of teaching

0493 1 ☐ Yes
2 ☐ No

c. Non-tenured teachers' contracts are not renewed

0494 1 ☐ Yes
2 ☐ No

49. During the last school year, how many teachers of the following types were DISMISSED for poor performance?

a. Teachers with 3 or fewer years of experience

0495 ☐☐☐ Teachers
0 ☐ None

b. Teachers with more than 3 years of experience

0496 ☐☐☐ Teachers
0 ☐ None

50. How many months is the normal contract year for a teacher in this school?

Mark (X) only one box.

0499 1 ☐ 9 months
2 ☐ 9 1/2 months
3 ☐ 10 months
4 ☐ 11 months
5 ☐ 12 months

YOUR COMMENTS

VIII

COMPENSATION: Items 51–61
This section asks about the teacher salary schedule and benefit rates for teachers and other personnel in your school.

51. Is there a salary schedule for teachers in this school?

0500 1 ☐ Yes
2 ☐ No → *GO to item 54 below.*

52. According to the salary schedule, what is the normal yearly base salary for –

Report salaries in whole dollars.

a. A teacher with a bachelor's degree and no teaching experience?

0501 $ _____ .00 per year

b. A teacher with a bachelor's degree and 10 years of teaching experience?

0502 $ _____ .00 per year

c. A teacher with a master's degree (or its equivalent in credit hours beyond a bachelor's degree) and no teaching experience?

0503 $ _____ .00 per year

d. A teacher with a master's degree plus 30 credits, and no teaching experience?

0504 $ _____ .00 per year

e. A teacher with a master's degree (or its equivalent in credit hours) and 20 years of teaching experience?

0505 $ _____ .00 per year

f. A teacher at the highest possible step on the salary schedule?

0506 $ _____ .00 per year

53. *If you completed item 52* → *GO to item 55 on page 34.*

54. What is the range of full-time teachers' yearly base salaries in this school?

Report salaries in whole dollars.

0507 $ _____ .00 per year (Lowest)

TO

0508 $ _____ .00 per year (Highest)

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55. According to the school budget for this fiscal year, what is the estimated benefit rate for –

- *Report rates as a percentage of payroll. Include school contributions on behalf of employees for Social Security and other payroll taxes; retirement; medical, dental, disability, unemployment, and life insurance; and all other fringe benefits.*
- *Report each rate to the nearest **tenth**.*

a. Teachers?

0509 [| | . |] % of payroll

b. Non-professional personnel such as clerical and custodial staff?

0510 [| | . |] % of payroll

c. School administrators?

0511
1 ☐ Same as rate for teachers
2 ☐ Other rate →

0512 [| | . |] % of payroll

d. Teacher aides?

0513
1 ☐ Same as rate for teachers
2 ☐ Same as rate for non-professional personnel
3 ☐ Other rate →

0514 [| | . |] % of payroll

56a. Does an asssociation or institution with which this school is affiliated make additional contributions for employee benefits for TEACHERS?

0515
1 ☐ Yes
2 ☐ No → *GO to item 57 on page 35.*

b. What is the estimated benefit rate for such additional contributions by affiliated associations or institutions?

0516 [| | . |] % of payroll

57. Does this school offer the following benefits to TEACHERS?

a. General medical insurance

0517 1 ☐ Yes
2 ☐ No

b. Dental insurance

0518 1 ☐ Yes
2 ☐ No

c. Group life insurance

0519 1 ☐ Yes
2 ☐ No

58. Does this school offer the following income in-kind to TEACHERS?

a. Housing

0520 1 ☐ Yes
2 ☐ No

b. Meals

Include free or reduced-price lunch.

0521 1 ☐ Yes
2 ☐ No

c. Transportation

Include mileage reimbursement for itinerant teachers.

0522 1 ☐ Yes
2 ☐ No

d. Tuition for their children

0523 1 ☐ Yes
2 ☐ No

59. Does this school currently use any pay incentives such as cash bonuses, salary increases, or different steps on the salary schedule to –

a. Reward teachers who have attained National Board for Professional Teaching Standards certification?

0611 1 ☐ Yes
2 ☐ No

b. Reward excellence in teaching?

0612 1 ☐ Yes
2 ☐ No

c. Reward completion of in-service professional development?

0613 1 ☐ Yes
2 ☐ No

60. Does this school currently use any pay incentives to recruit or retain teachers to teach in fields of shortage?

0615 1 ☐ Yes
2 ☐ No → *GO to section IX on page 38.*

61. Are pay incentives offered to recruit or retain teachers to teach in the following fields?

a. General elementary

0616 1 ☐ Yes
2 ☐ No

b. Special education

0617 1 ☐ Yes
2 ☐ No

c. English/Language arts

0618 1 ☐ Yes
2 ☐ No

d. Social studies

0619 1 ☐ Yes
2 ☐ No

e. Computer science

0620 1 ☐ Yes
2 ☐ No

f. Mathematics

0621 1 ☐ Yes
2 ☐ No

61. Continued –

Are pay incentives offered to recruit or retain teachers to teach in the following fields?

g. Physical sciences

0622 1 ☐ Yes
2 ☐ No

h. Biological or life sciences

0623 1 ☐ Yes
2 ☐ No

i. English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL) or bilingual education

0624 1 ☐ Yes
2 ☐ No

j. Foreign languages

0625 1 ☐ Yes
2 ☐ No

k. Music or art

0626 1 ☐ Yes
2 ☐ No

l. Vocational or technical education

0627 1 ☐ Yes
2 ☐ No

YOUR COMMENTS

IX. PROFESSIONAL DEVELOPMENT: Items 62–67

This section asks for information on types of training programs, funding, and incentives for participation.

62. Does this school have a training or development program for aspiring school administrators?

0587 1 ☐ Yes
2 ☐ No

63. Does this school provide the following professional development opportunities for school administrators?

a. Administrative internships

0588 1 ☐ Yes
2 ☐ No

b. Training in management techniques

0589 1 ☐ Yes
2 ☐ No

c. Training in evaluation and supervision

0590 1 ☐ Yes
2 ☐ No

d. Training to use technology for planning, budgeting, decision-making, and reporting

0591 1 ☐ Yes
2 ☐ No

e. Training about advances in curriculum, teaching, and assessment

0592 1 ☐ Yes
2 ☐ No

f. Formal networking opportunities for personnel with similar responsibilities

0593 1 ☐ Yes
2 ☐ No

g. Reimbursement to attend local, state, and national conferences

0594 1 ☐ Yes
2 ☐ No

h. Funding for university or college course work

0595 1 ☐ Yes
2 ☐ No

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63. Continued –

Does this school provide the following professional development opportunities for school administrators?

i. Opportunities to serve as mentors within the school

0596
1 ☐ Yes
2 ☐ No

j. Strategic planning retreats

0597
1 ☐ Yes
2 ☐ No

k. Opportunities to visit other schools

0598
1 ☐ Yes
2 ☐ No

64. With regard to the in-service professional development activities for TEACHERS in this school, who has PRIMARY responsibility for –

Mark (X) only one box in a, b, and c.

a. Deciding the content?

0599
1 ☐ Teachers
2 ☐ Principals or other school staff
4 ☐ Outside professional development providers (e.g., university or college faculty, professional organizations)

b. Designing and planning the activities?

0600
1 ☐ Teachers
2 ☐ Principals or other school staff
4 ☐ Outside professional development providers (e.g., university or college faculty, professional organizations)

c. Conducting the activities?

0601
1 ☐ Teachers
2 ☐ Principals or other school staff
4 ☐ Outside professional development providers (e.g., university or college faculty, professional organizations)

YOUR COMMENTS

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65. Are the following sources of funding for teacher professional development activities used in this school?

a. General school operating funds

0603 1 ☐ Yes
2 ☐ No

b. Special project budgets

0605 1 ☐ Yes
2 ☐ No

c. School improvement funds

0606 1 ☐ Yes
2 ☐ No

d. Title I

0607 1 ☐ Yes
2 ☐ No

e. Eisenhower program

0608 1 ☐ Yes
2 ☐ No

f. Other federal programs

0609 1 ☐ Yes
2 ☐ No

g. Private sector grants

0610 1 ☐ Yes
2 ☐ No

YOUR COMMENTS

66. Is free training available in this school, regardless of funding source, to prepare staff members to teach in fields with current or anticipated shortages?

0628
1 ☐ Yes
2 ☐ No → GO to section X on page 43.

67. Is this free training provided for the following fields?

a. General elementary

0629
1 ☐ Yes
2 ☐ No

b. Special education

0630
1 ☐ Yes
2 ☐ No

c. English/Language arts

0631
1 ☐ Yes
2 ☐ No

d. Social studies

0632
1 ☐ Yes
2 ☐ No

e. Computer science

0633
1 ☐ Yes
2 ☐ No

f. Mathematics

0634
1 ☐ Yes
2 ☐ No

g. Physical sciences

0635
1 ☐ Yes
2 ☐ No

h. Biological or life sciences

0636
1 ☐ Yes
2 ☐ No

67. Continued –

Is this free training provided for the following fields?

i. English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL) or bilingual education

0637 1 ☐ Yes
2 ☐ No

j. Foreign languages

0638 1 ☐ Yes
2 ☐ No

k. Music or art

0639 1 ☐ Yes
2 ☐ No

l. Vocational or technical education

0640 1 ☐ Yes
2 ☐ No

YOUR COMMENTS

X STAFFING: Item 68

This section asks about the status of staff other than teachers in your school.

68. Around the first of October, how many staff held PART-TIME or FULL-TIME positions or assignments in this school in each of the following categories?

- *Report only for the grade range shown on the front page.*
- *Please read through all of the categories (a–l) listed below before starting to answer.*

Staff with **part-time positions or assignments** include:

- Employees you share with other schools.
- Employees who perform more than one function at this school; for example, a teaching principal would be counted as a part-time principal.
- Employees who work part-time.

	PART-TIME	FULL-TIME
a. Principals/School heads	0205 ☐☐ 0 ☐ None	0206 ☐☐ 0 ☐ None
b. Vice principals and assistant principals/school heads	0207 ☐☐ 0 ☐ None	0208 ☐☐ 0 ☐ None
c. Other managers, such as business manager, development director, director of admissions	0209 ☐☐ 0 ☐ None	0210 ☐☐ 0 ☐ None
d. Instructional coordinators and supervisors, such as curriculum specialists	0211 ☐☐ 0 ☐ None	0212 ☐☐ 0 ☐ None
e. Library media specialists/Librarians	0213 ☐☐ 0 ☐ None	0214 ☐☐ 0 ☐ None
f. School counselors, excluding psychologists and social workers	0215 ☐☐ 0 ☐ None	0216 ☐☐ 0 ☐ None

68. Continued –

Around the first of October, how many staff held PART-TIME or FULL-TIME positions or assignments in this school in each of the following categories?

	PART-TIME	FULL-TIME
g. Student support services professional staff		
(1) Nurses	0217 ☐☐ 0 ☐ None	0218 ☐☐ 0 ☐ None
(2) Social workers	0219 ☐☐ 0 ☐ None	0220 ☐☐ 0 ☐ None
(3) Psychologists	0221 ☐☐ 0 ☐ None	0222 ☐☐ 0 ☐ None
(4) Speech therapists or pathologists	0223 ☐☐ 0 ☐ None	0224 ☐☐ 0 ☐ None
(5) Other student support services professional staff	0225 ☐☐ 0 ☐ None	0226 ☐☐ 0 ☐ None

YOUR COMMENTS

68. Continued –

Around the first of October, how many staff held PART-TIME or FULL-TIME positions or assignments in this school in each of the following categories?

	PART-TIME	FULL-TIME
h. Aides or assistants		
(1) Library media center aides	0229 ☐☐ 0 ☐ None	0230 ☐☐ 0 ☐ None
(2) Special education aides	0231 ☐☐ 0 ☐ None	0232 ☐☐ 0 ☐ None
(3) Regular Title I aides	0233 ☐☐ 0 ☐ None	0234 ☐☐ 0 ☐ None
(4) Bilingual/ESL teacher aides	0235 ☐☐ 0 ☐ None	0236 ☐☐ 0 ☐ None
(5) Other teacher aides such as kindergarten aides	0237 ☐☐ 0 ☐ None	0238 ☐☐ 0 ☐ None
(6) Health and other non-instructional aides	0239 ☐☐ 0 ☐ None	0240 ☐☐ 0 ☐ None
i. Secretaries and other clerical support staff	0241 ☐☐ 0 ☐ None	0242 ☐☐ 0 ☐ None
j. Food service personnel	0243 ☐☐ 0 ☐ None	0244 ☐☐ 0 ☐ None
k. Custodial, maintenance, and security personnel	0245 ☐☐ 0 ☐ None	0246 ☐☐ 0 ☐ None
l. Other employees not reported above or in item 23 on page 15	0247 ☐☐ 0 ☐ None	0248 ☐☐ 0 ☐ None

XI

PARENT INVOLVEMENT AND SCHOOL SAFETY: Items 69–73
This section asks about parental involvement in your school and school safety programs.

69. LAST SCHOOL YEAR (1998–1999), were the following means of facilitating parent participation in place at this school? ("Parents" includes parents and other family members.)

NOTE: If you mark "Yes" for an activity, please mark the appropriate box to indicate the proportion of parental participation.

	Yes	No	*If "Yes"* – **What proportion of parents participated?** Few	Less than half	About half	More than half	Most
a. Open house or back-to-school night	0168 1 ☐	2 ☐	0169 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Regularly scheduled schoolwide parent-teacher conferences	0170 1 ☐	2 ☐	0171 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Special subject-area events (e.g., science fair, concert)	0172 1 ☐	2 ☐	0173 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Parent education workshops or courses	0174 1 ☐	2 ☐	0175 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Written contract between school and parent	0176 1 ☐	2 ☐	0177 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Parents as volunteers in the school	0178 1 ☐	2 ☐	0179 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Parents involved in instructional issues	0180 1 ☐	2 ☐	0181 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. Parents involved in governance	0182 1 ☐	2 ☐	0183 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
i. Parents involved in budget decisions	0184 1 ☐	2 ☐	0185 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

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70. THIS SCHOOL YEAR (1999–2000), does this school have the following?

a. A staff member assigned to work on parent involvement

0186 1 ☐ Yes
2 ☐ No

b. A log of parent participation maintained by parents or staff

0187 1 ☐ Yes
2 ☐ No

c. A reliable system of communication with parents, such as newsletters or phone trees

0188 1 ☐ Yes
2 ☐ No

d. Services to support parent participation, such as providing child care or transportation

0189 1 ☐ Yes
2 ☐ No

e. A parent drop-in center or lounge

0190 1 ☐ Yes
2 ☐ No

f. A requirement that teachers send information home to parents explaining school lessons

0191 1 ☐ Yes
2 ☐ No

g. A requirement that teachers provide suggestions for activities that parents can do at home with their child

0192 1 ☐ Yes
2 ☐ No

h. A requirement that teachers create homework assignments that involve parents

0193 1 ☐ Yes
2 ☐ No

71a. Does this school currently have a drug, alcohol, or tobacco use prevention program?

0194 1 ☐ Yes
2 ☐ No → *GO to item 72 on page 48.*

b. Is there a formal procedure in place to assess the effectiveness of this prevention program?

0195 1 ☐ Yes
2 ☐ No

72. Does this school currently have the following?

a. A requirement that visitors sign or check in

0196 1 ☐ Yes
2 ☐ No

b. Metal detectors through which all students must pass each day

0197 1 ☐ Yes
2 ☐ No

c. Random metal detector checks on students

0198 1 ☐ Yes
2 ☐ No

d. A requirement that all or most students stay on school grounds during lunch

0199 1 ☐ Yes
2 ☐ No

e. Drug sweeps

0200 1 ☐ Yes
2 ☐ No

f. Daily presence of police or security personnel

0201 1 ☐ Yes
2 ☐ No

g. Video surveillance

0202 1 ☐ Yes
2 ☐ No

73a. Does this school currently have a violence prevention program?

0203 1 ☐ Yes
2 ☐ No → *GO to section XII on page 49.*

b. Is there a formal procedure in place to assess the effectiveness of this violence prevention program?

0204 1 ☐ Yes
2 ☐ No

XII TECHNOLOGY: Items 74 and 75

These items ask about technology in your school.

74a. What is the total number of computers in this school?

0277 [ ][ ][ ][ ] Number of computers

0 ☐ None → *GO to section XIII on page 51.*

b. How many of these computers currently have access to the Internet?

0278 [ ][ ][ ][ ] Number of computers

0 ☐ None

c. Of the total number of computers in your school (i.e., those in question 74a), **how many are used for instructional purposes?**

0279 [ ][ ][ ][ ] Number of computers

0 ☐ None → *GO to item 75b on page 50.*

Continue with item 75a on page 50.

YOUR COMMENTS

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75a. Which of the following statements best describes the person at this school who helps teachers use technology for teaching and learning? This person functions, either formally or informally, as a COMPUTER/TECHNOLOGY COORDINATOR with knowledge of educational uses of computer hardware and software.

➧ *Mark (X) the ONE BEST description for that person. If there is more than one person, mark for the one person who spends the most time on this work.*

0280

1 ☐ No one serves as this type of coordinator. Teachers who use computers take care of this need for themselves.

2 ☐ A full-time school-level coordinator (who has no other job responsibility)

3 ☐ A library media specialist who also serves as computer coordinator

4 ☐ A full-time teacher who also has the title of this type of coordinator

5 ☐ A teacher informally provides leadership to other teachers who use computers

7 ☐ The principal or another school administrator serves this function at this school

8 ☐ A part-time teacher serves this function

9 ☐ Another person – *Describe* ➘

5280 _____

75b. Which of the following statements best describes the person at this school who does, or helps teachers with, technical computer set-up and maintenance? This person functions, either formally or informally, as a COMPUTER/TECHNICAL SUPPORT PERSON.

➧ *Mark (X) the ONE BEST description for that person. If there is more than one person, mark for the one person who spends the most time on this work.*

0281

1 ☐ No one serves as this type of technical support person. Teachers who use computers take care of this need for themselves.

2 ☐ A full-time school-level technical support person (who has no other job responsibility)

3 ☐ A library media specialist who also serves as a technical support person

4 ☐ A full-time teacher who also has the title of this type of technical support person

5 ☐ A teacher informally provides assistance to other teachers who use computers

7 ☐ The principal or another school administrator serves this function at this school

8 ☐ A part-time teacher serves this function

9 ☐ Another person – *Describe* ➘

5281 _____

XIII SPECIAL PROGRAMS AND SERVICES: Items 76–92

This section asks about various programs and services in your school.

76a. Regardless of whether this school participates in the National School Lunch Program, around the first of October, were any students in this school ELIGIBLE for free or reduced-price lunches?

0282
1 ☐ Yes
2 ☐ No
3 ☐ Don't know

GO to item 77 below.

b. Around the first of October, how many students at this school were ELIGIBLE for free or reduced-price lunches?

Report a separate count for prekindergarten students.

0283 ☐☐☐ Prekindergarten students eligible
0 ☐ None

0284 ☐☐☐☐ Other students eligible (Kindergarten and higher)
0 ☐ None

c. Does this school participate in the National School Lunch Program?

0285
1 ☐ Yes
2 ☐ No → *GO to item 77 below.*

d. Around the first of October, how many applicants at this school were APPROVED for free or reduced-price lunches?

Report a separate count for prekindergarten applicants.

0286 ☐☐☐ Prekindergarten applicants approved
0 ☐ None

0287 ☐☐☐☐ Other applicants approved (Kindergarten and higher)
0 ☐ None

77. Around the first of October, did any students enrolled in this school receive Title I services at this school, or at any other location?

(Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)

0288
1 ☐ Yes → *Continue with item 78 on page 52.*
2 ☐ No → *GO to item 82a on page 53.*

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78. How many students are served by this Title I program?

0290 [ ][ ][ ][ ] Students

79. At which grade levels are students receiving Title I services?

Mark (X) all that apply.

0291 1 ☐ Prekindergarten
0292 1 ☐ Kindergarten
0293 1 ☐ 1st
0294 1 ☐ 2nd
0295 1 ☐ 3rd
0296 1 ☐ 4th
0297 1 ☐ 5th
0298 1 ☐ 6th
0299 1 ☐ 7th
0300 1 ☐ 8th
0301 1 ☐ 9th
0302 1 ☐ 10th
0303 1 ☐ 11th
0304 1 ☐ 12th
0305 1 ☐ Ungraded

80. Are students receiving Title I services in –

a. Reading/Language arts?

0306 1 ☐ Yes
2 ☐ No

b. Mathematics?

0307 1 ☐ Yes
2 ☐ No

c. English as a Second Language (ESL)?

0308 1 ☐ Yes
2 ☐ No

81. Where do these students receive Title I services?

Mark (X) all that apply.

0311 1 ☐ In this school building
0312 1 ☐ In a mobile unit or van
0313 1 ☐ In a public school
0314 1 ☐ Other – *Describe*

5314 _____

82a. Of the students enrolled in this school, how many have an Individual Education Plan (IEP) because they have disabilities or are special education students?

Do not include prekindergarten, postsecondary, or adult education students.

0315 [ ][ ][ ][ ] Students

0 ☐ None → *GO to item 83a below.*

b. How many of these IEP students are in each of the following instructional settings?

The sum of entries in item 82b should equal the entry in item 82a above.

0316 [ ][ ][ ][ ] **All day in a regular classroom**

0317 [ ][ ][ ][ ] **Most of the day in a regular classroom** (1–20 percent of the school day receiving special education and related services outside the regular classroom)

0318 [ ][ ][ ][ ] **Some of the day in a regular classroom** (21–60 percent of the school day receiving special education and related services outside the regular classroom)

0319 [ ][ ][ ][ ] **Little or none of the day in a regular classroom** (61–100 percent of the school day receiving special education and related services outside the regular classroom)

83a. Of the students enrolled in this school as of October 1, have any been identified as limited-English proficient?

Do not include prekindergarten, postsecondary, or adult education students.

(Limited-English proficient (LEP) refers to students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

0320 1 ☐ Yes

2 ☐ No → *GO to item 90 on page 57.*

b. How many limited-English proficient students are enrolled in this school?

0321 [ ][ ][ ][ ] Students

YOUR COMMENTS

84. Are the following used to determine whether a student is limited-English proficient?

a. Information provided by parent

0322 1 ☐ Yes
2 ☐ No

b. Teacher observation or referral

0323 1 ☐ Yes
2 ☐ No

c. Home language survey

0324 1 ☐ Yes
2 ☐ No

d. Student interview

0325 1 ☐ Yes
2 ☐ No

e. Student records

0326 1 ☐ Yes
2 ☐ No

f. Achievement test

0327 1 ☐ Yes
2 ☐ No

g. Language proficiency test

0328 1 ☐ Yes
2 ☐ No

YOUR COMMENTS

85. Does this school have instruction specifically designed to address the needs of limited-English proficient students?

0329
1 ☐ Yes
2 ☐ No → GO to item 88 on page 56.

86. Are limited-English proficient students provided with the following types of language instruction?

a. Instruction in English language using approaches such as ESL, structured immersion, or bilingual education

0330
1 ☐ Yes
2 ☐ No

b. Instruction to maintain the student's fluency in his/her native language, such as Spanish lessons for Spanish speakers

0331
1 ☐ Yes
2 ☐ No

c. Instruction in regular English/language arts classrooms

0332
1 ☐ Yes
2 ☐ No

87. How are limited-English proficient students taught subject matter courses such as mathematics, science, and social studies?

Are they taught –

a. In their native language?

0333
1 ☐ Yes
2 ☐ No

b. Using ESL, bilingual, or immersion techniques?

0334
1 ☐ Yes
2 ☐ No

c. In regular English-speaking classrooms?

0335
1 ☐ Yes
2 ☐ No

YOUR COMMENTS

88. Are the following methods used to teach limited-English proficient students?

a. Compensatory or remedial classes

0336 1 ☐ Yes
2 ☐ No

b. Special education

0337 1 ☐ Yes
2 ☐ No

c. Regular classes

0338 1 ☐ Yes
2 ☐ No

89. Does this school provide the following services for parents with limited-English skills?

a. Interpreters for meetings or parent-teacher conferences

0339 1 ☐ Yes
2 ☐ No

b. Translations of printed materials, such as newsletters, school notices or school signs

0340 1 ☐ Yes
2 ☐ No

c. Outreach or referral services for limited-English proficient parents

0341 1 ☐ Yes
2 ☐ No

YOUR COMMENTS

90. How long did it take you to complete this form, not counting interruptions?

Please record the time in minutes, e.g., 45 minutes, 60 minutes, etc.

0349 [ ][ ][ ] Minutes

91. Please enter the date you completed this questionnaire.

Month Day Year

0350 [ ][ ] [ ][ ] [ ][ ][ ][ ]

92a. What is your name?

9001 _____

b. What is your title?

9002 _____

c. What is your telephone number?

AREA CODE: TELEPHONE NUMBER:

9003 [ ][ ][ ] – [ ][ ][ ] – [ ][ ][ ][ ]

YOUR COMMENTS

Thank you very much for your participation in this survey.

Please return this survey in the enclosed envelope. If you do not have the return envelope, call 1–800–221–1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

Find out more about the Schools and Staffing Survey (SASS) and information about private schools that was collected in the last survey. See SASS on the World Wide Web at:

http://nces.ed.gov/surveys/sass

Look for the report "Private Schools in the United States: A Statistical Profile, 1993-94" under Publications (NCES 97-459).

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES's Web site at:

http://nces.ed.gov

For additional data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

http://www.fedstats.gov

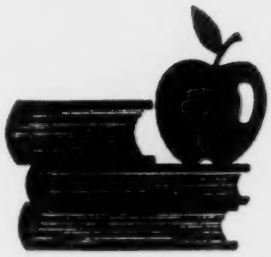
OMB No. 1850-0598: Approval Expires 09/30/2001

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by:
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU

INDIAN SCHOOL QUESTIONNAIRE

SCHOOLS AND STAFFING SURVEY
1999–2000 School Year



(Please correct any errors in name, address, and ZIP Code.)

THIS SURVEY HAS BEEN ENDORSED BY:

- American Association of School Administrators
- American Counseling Association
- American Federation of Teachers
- Association of Community Tribal Schools
- Bureau of Indian Affairs, Office of Indian Education Programs
- Council of Chief State School Officers
- Council of Great City Schools
- Department of Middle Level Services, National Association of Secondary School Principals
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Center for Improving Science Education
- National Council of Teachers of Mathematics
- National Education Association
- National Indian Education Association
- National Middle School Association

NOTICE

This report is authorized by law (20 U.S. Code 1221e). The results will be reported in statistical summaries.

FORM SASS-3C
(9-27-99)

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DEAR PRINCIPAL:

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in this survey. The U.S. Census Bureau is conducting this survey by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e).

WHAT IS THE PURPOSE OF THIS SURVEY?

The purpose of this survey is to obtain information about schools such as policies, staffing patterns, student characteristics, programs and services offered, and activities related to various school reform issues. We will report the data only in statistical summaries so that individuals cannot be identified.

WHY SHOULD YOUR SCHOOL PARTICIPATE IN THIS SURVEY?

This survey is designed to be representative of every type of school, but we need your cooperation to make this possible. We encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Please return your completed questionnaire in the enclosed envelope. If you do not have the return envelope, please call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT.

SINCERELY,

Gary W. Phillips

GARY W. PHILLIPS
ACTING COMMISSIONER OF EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 60 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns about the contents of this questionnaire, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

1. INSTRUCTIONS

a. We suggest using a pencil or ball point pen to answer this questionnaire.

b. If you have any questions, call the Census Bureau at 1–800–221–1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time).

c.

2a. Is the institution or organization named on the front of this questionnaire a school?

0050
1 ☐ Yes
2 ☐ No – *Please explain.*

5050 _____ → *GO to item 3a below.*

b. Is the school named on the front of this questionnaire still in operation?

0052
1 ☐ Yes
2 ☐ No – *Please record the year when the school closed.*

0053 [ ][ ][ ][ ] Year → *GO to item 3a below.*

c. Does this school teach students in one or more of grades 1 to 12, or comparable ungraded levels?

0054
1 ☐ Yes
2 ☐ No – *Please record the grade level(s) taught in this school (e.g., prekindergarten and kindergarten, adult education, postsecondary).*

5054 _____ → *GO to item 3a below.*

d. Are this school's name and grade range the same as that shown on the front page?

NOTE – We have intentionally omitted prekindergarten (PK) from the grade range on the front page. If PK is the only difference between the school's actual grade range and the range shown on the front page, please mark "Yes."

0055
1 ☐ Yes
2 ☐ No

3a. If you marked "No" to any of questions 2a—d, please call the Census Bureau at 1–800–221–1204.

If you marked "Yes" for all of questions 2a—d, continue with item 3b.

b. Is this school a charter school?

0056
1 ☐ Yes – *Please call the Census Bureau at 1–800–221–1204.*
2 ☐ No

---

4. At the end of this questionnaire, you are asked to record the amount of time required to complete this form, not counting interruptions. Please record the time you begin.

0057 [ ][ ] : [ ][ ]

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GENERAL INFORMATION ABOUT YOUR SCHOOL: Items 5 – 11

This section asks for general school information such as grade range, building capacity, and enrollment.

5. What grades are offered in this school?

Mark (X) all that apply.

0058 1 ☐ Prekindergarten
0060 1 ☐ Kindergarten
0068 1 ☐ 1st
0068 1 ☐ 2nd
0070 1 ☐ 3rd
0072 1 ☐ 4th
0074 1 ☐ 5th
0076 1 ☐ 6th
0078 1 ☐ 7th
0080 1 ☐ 8th
0082 1 ☐ 9th
0084 1 ☐ 10th
0086 1 ☐ 11th
0088 1 ☐ 12th
0090 1 ☐ Ungraded

PLEASE NOTE → *For items 6a–11b, include only students in grades K–12 and comparable ungraded levels.*

6a. Around the first of October, what was the total number of students enrolled in this school in grades K-12 and comparable ungraded levels?

Do NOT include prekindergarten, postsecondary, or adult education students.

0092 ☐☐☐☐ Students

b. How many of these students were migrant students?

(Migrant students are those who move from school to school because they are children of migrant agricultural workers, including migratory dairy workers and migratory fishers.)

0093 ☐☐☐☐ Migrant students

0 ☐ None

7. Around the first of October, how many MALE students attended this school?

Do not include prekindergarten, postsecondary, or adult education students.

0095 ☐☐☐☐ Male students

0 ☐ None

8. Around the first of October, how many students enrolled in grades K–12 and comparable ungraded levels were –

Do NOT include prekindergarten, postsecondary, or adult education students.

a. American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?

0099 [ ][ ][ ][ ] Students

0 ☐ None

b. Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, or other Asian)?

0100 [ ][ ][ ][ ] Students

0 ☐ None

c. Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?

0096 [ ][ ][ ][ ] Students

0 ☐ None

d. Black, not of Hispanic origin?

0098 [ ][ ][ ][ ] Students

0 ☐ None

e. White, not of Hispanic origin?

0097 [ ][ ][ ][ ] Students

0 ☐ None

f. Total students *(sum of entries in items 8a–e)*

0101 [ ][ ][ ][ ] Total students

NOTE: *Sum of entries in items 8a–e should be equal to entry in item 6a on page 4.*

9a. How long is the school day for students in this school?

Report BOTH hours and minutes, e.g., 6 hours and 0 minutes, 5 hours and 45 minutes, etc. If the length of day varies by grade level, record the longest day.

0102 [ ][ ] Hours

AND

0103 [ ][ ] Minutes

b. How many days are in the school year for students in this school?

0470 [ ][ ][ ] Days

10a. During the last school year (1998–1999), what is your best estimate of the percentage of students in this school who were absent for the following number of days?

0104 ___ % **0-9 days**

0105 ___ % **10-20 days**

0106 ___ % **21+ days**

(Percentage entries should sum to 100%)

b. During the last school year (1998–1999), what was the Average Daily Attendance (ADA) at this school?

0107 ____ Students

11. What is the current enrollment CAPACITY of this school?

a. Capacity of permanent building(s)

0108 ____ Students

0 ☐ No permanent buildings

b. Capacity of temporary building(s)

0109 ____ Students

0 ☐ No temporary buildings

YOUR COMMENTS

II ADMISSIONS, PROGRAMS, AND PERFORMANCE: Items 12 – 19

This section asks about requirements for admission, programs in your school, and the measurement of student performance.

12. What type of school is this?

Mark (X) the box that best describes this school.

0110
- 1 ☐ REGULAR elementary or secondary
- 3 ☐ Elementary or secondary with a SPECIAL PROGRAM EMPHASIS (such as a science/math school, performing arts school, talented/gifted school, foreign language immersion school, etc.)
- 4 ☐ SPECIAL EDUCATION school – primarily serves students with disabilities
- 5 ☐ VOCATIONAL/TECHNICAL school – primarily serves students being trained for occupations
- 6 ☐ ALTERNATIVE – offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special program, special education, or vocational school – *Please describe*

5110 _____

13. Is this ENTIRE SCHOOL specifically for students who have been suspended or expelled, who have dropped out, or who have been referred for behavioral or adjustment problems?

0111
- 1 ☐ Yes
- 2 ☐ No

14. Does this school have any special requirements for admission other than proof of immunization, age, or residence?

0115
- 1 ☐ Yes → *Continue with item 15 on the next page.*
- 2 ☐ No → *GO to item 16 on page 9.*

YOUR COMMENTS

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15. Does this school use the following requirements for admission?

a. Admission test

0116 1 ☐ Yes
2 ☐ No

b. Standardized achievement test

0117 1 ☐ Yes
2 ☐ No

c. Academic record

0118 1 ☐ Yes
2 ☐ No

d. Special student needs (e.g., students "at risk" or with disabilities)

0119 1 ☐ Yes
2 ☐ No

e. Special student aptitudes, skills, or talents

0120 1 ☐ Yes
2 ☐ No

f. Personal interview

0121 1 ☐ Yes
2 ☐ No

g. Recommendations

0122 1 ☐ Yes
2 ☐ No

h. Tribal affiliation

0124 1 ☐ Yes
2 ☐ No

16. Does this school offer the following programs?

a. Programs with special instructional approaches
(e.g., Montessori, self-paced instruction, open education, ungraded classrooms, etc.)

0125 1 ☐ Yes
2 ☐ No

b. Talented/gifted program
(Designed for students with specifically identified talents or exceptional academic achievement)

0126 1 ☐ Yes
2 ☐ No

c. Immersion in a foreign language program
(The basic curriculum is offered in a foreign language instead of English or in addition to English.)

0127 1 ☐ Yes
2 ☐ No

d. Advanced placement (AP) courses

0128 1 ☐ Yes
2 ☐ No

e. International Baccalaureate (IB)
(IB is an internationally licensed high school degree program.)

0129 1 ☐ Yes
2 ☐ No

f. Specialized career academy
(Curriculum that integrates academic and vocational courses, organized around broad career areas)

0130 1 ☐ Yes
2 ☐ No

g. Specialized Tech-Prep program(s)
(Vocational-technical instruction in the last two years of high school designed to prepare students for two years of postsecondary vocational instruction)

0131 1 ☐ Yes
2 ☐ No

17. Are the following programs or services currently available AT THIS SCHOOL for students in any of grades K–12 or comparable ungraded levels, regardless of funding source?

a. A program for students with discipline or adjustment problems

0132 1 ☐ Yes
2 ☐ No

b. Medical health care services

(Services provided by trained professionals to diagnose and treat health problems of students)

0133 1 ☐ Yes
2 ☐ No

c. Extended day or before-school or after-school day care programs

0134 1 ☐ Yes
2 ☐ No

18. Which of the following types of American Indian or Alaska Native courses does this school offer?

Mark (X) all that apply.

0700 1 ☐ American Indian or Alaska Native history
0701 2 ☐ American Indian or Alaska Native language
0702 3 ☐ American Indian or Alaska Native culture
0703 4 ☐ American Indian or Alaska Native arts and crafts
0704 5 ☐ American Indian tribal government or Alaska Native village government
0705 6 ☐ Multicultural education with an American Indian or Alaska Native emphasis
0706 7 ☐ Social studies with an American Indian or Alaska Native emphasis
0707 8 ☐ Two or more of the above topics are integrated into the entire curriculum
0708 0 ☐ NONE OF THE ABOVE

YOUR COMMENTS

19a. Does this school have performance reports?

0793
1 ☐ Yes
2 ☐ No → GO to Section III on page 12.

b. Does this school use performance reports to –

(1) Evaluate the progress of students in this school?

0136
1 ☐ Yes
2 ☐ No

(2) Determine the next year's instructional focus?

0137
1 ☐ Yes
2 ☐ No

(3) Realign the curriculum, such as with content standards and/or other indicator criteria?

0138
1 ☐ Yes
2 ☐ No

(4) Inform parents and the community of the school's progress?

0139
1 ☐ Yes
2 ☐ No

(5) Prompt school-level initiatives for improvement?

0140
1 ☐ Yes
2 ☐ No

YOUR COMMENTS

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III STUDENTS AND CLASS ORGANIZATION: Items 20 – 24

This section asks about curriculum options and school organization.

20. Does this school use the following methods to organize classes or student groups?

a. Traditional grades or academic discipline-based departments

0141 1 ☐ Yes
2 ☐ No

b. Grades or groups subdivided into small groups such as "houses" or "families"

0142 1 ☐ Yes
2 ☐ No

c. Student groups that remain two or more years with the same teacher

0143 1 ☐ Yes
2 ☐ No

d. Interdisciplinary teaching

(e.g., two or more teachers with different academic specializations collaborate to teach an interdisciplinary program to the same group of students)

0144 1 ☐ Yes
2 ☐ No

e. Paired or team teaching

(e.g., two teachers are jointly responsible for teaching a single group of students)

0145 1 ☐ Yes
2 ☐ No

21. Has this school implemented the following?

a. Scheduling of class periods to create extended instructional blocks of time (block scheduling)

0146
1 ☐ Yes
2 ☐ No

b. Before-school or after-school enrichment programs

0147
1 ☐ Yes
2 ☐ No

c. Academic intersessions or summer school activities for students needing extra assistance to meet academic expectations

0148
1 ☐ Yes
2 ☐ No

d. Academic intersessions or summer school activities for students seeking academic advancement or acceleration

0149
1 ☐ Yes
2 ☐ No

e. Year-round calendar to distribute school days across twelve months

0151
1 ☐ Yes
2 ☐ No → *GO to item 22a.*

(1) Do all students attend on the same cycle?

0152
1 ☐ Yes
2 ☐ No

22a. Does this school have students in one or more of grades 1–8?

0153
1 ☐ Yes
2 ☐ No → *GO to item 23a on the next page.*

b. Which of the following best describes this school's approach to providing instruction in core subjects (math, science, social studies, English/language arts) to regular students in grades 1–8?

Mark (X) only one box.

0154
1 ☐ **All classes in core subjects have students assigned into classrooms of mixed ability levels.**
2 ☐ **Some classes in core subjects have students assigned into classrooms of mixed ability levels.**
3 ☐ **Not applicable; only one class per grade**

23a. Does this school have students in one or more of grades 9–12?

0155
1 ☐ Yes
2 ☐ No → GO to Section V on page 17

b. Which of following best describes the organization of classes in core subjects (math, science, social studies, English/language arts) for regular students in grades 9–12?

Mark (X) only one box.

0156
1 ☐ **Classes in ALL core subjects are differentiated by student ability level.**
2 ☐ **Classes in SOME core subjects are differentiated by student ability level.**
3 ☐ **Classes in core subjects are NOT differentiated by ability level.**
4 ☐ **Not applicable; only one class per grade**

24. Are the following opportunities available for students in this school?

a. College credits offered through community colleges, colleges, or distance learning providers

0157
1 ☐ Yes
2 ☐ No

b. Work-based learning or internships, in which students earn COURSE CREDITS for supervised learning activities that occur in paid or unpaid workplace assignments

0158
1 ☐ Yes
2 ☐ No

c. Career learning, as a class or part of a class in which students learn about possible careers

0159
1 ☐ Yes
2 ☐ No

d. Job shadowing, in which students learn about a job by following the schedule of a person who holds that job

0160
1 ☐ Yes
2 ☐ No

YOUR COMMENTS

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IV GRADUATION REQUIREMENTS: Items 25 – 30

This section asks about years of instruction in various subjects required for graduation, as well as community service requirements and other assessments necessary for graduation.

25. Does this school grant high school diplomas?

Do not include vocational certificates, certificates of attendance, or certificates of completion.

0574
1 ☐ Yes
2 ☐ No → GO to section V on page 17.

26. For high school graduates of the class of 2000, how many years of instruction are required in each of the following areas?

Record the number to the nearest TENTH, e.g., 3.0, 2.5, etc.

a. English/Language arts

0575 [ ].[ ] Years

0 ☐ None

b. Mathematics

0576 [ ].[ ] Years

0 ☐ None

c. Computer science

0577 [ ].[ ] Years

0 ☐ None

d. Social sciences, social studies (e.g., history, geography, economics)

0578 [ ].[ ] Years

0 ☐ None

e. Physical or biological sciences

0579 [ ].[ ] Years

0 ☐ None

f. Foreign languages

0580 [ ].[ ] Years

0 ☐ None

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27. Do these requirements reflect a 3-year or a 4-year program?

Mark (X) only one box.

0581
1 ☐ 3-year program
2 ☐ 4-year program
3 ☐ Other → **How many years?**

0582 ☐ Years

28a. Does this school have a community service requirement for students in the class of 2000?

0583
1 ☐ Yes
2 ☐ No → *GO to item 29.*

b. Does this school require a certain number of hours of community service?

0584
1 ☐ Yes
2 ☐ No → *GO to item 29.*

c. How many hours are required?

0585 ☐☐☐ Hours

29. Are students required to pass a state assessment to graduate from this school?

0586
1 ☐ Yes
2 ☐ No

30a. LAST SCHOOL YEAR (1998–1999), were any students enrolled in 12th grade?

0181
1 ☐ Yes
2 ☐ No → *GO to Section V on page 17.*

b. What percentage graduated with a diploma?

Do not include certificates of completion or attendance.

0164 ☐☐☐ %

0 ☐ None

c. Of those who graduated last year, approximately what percentage went to:

0165 ☐☐☐ % **Four-year colleges?**

0166 ☐☐☐ % **Two-year colleges?**

0167 ☐☐☐ % **Technical or other specialized schools?**

V STAFFING: Items 31 – 33

This section asks about the status of staff in your school.

31. Around the first of October, how many staff held PART-TIME or FULL-TIME positions or assignments in this school in each of the following categories?

- *Report only for the grade range shown on the front page.*
- *Please read through all of the categories (a–l) listed below before starting to answer.*

Staff with **part-time positions or assignments** include:

- Employees you share with other schools.
- Employees who perform more than one function at this school; for example, a teaching principal would be counted once as a part-time teacher and again as a part-time principal.
- Employees who work part-time.

	PART-TIME	FULL-TIME
a. Principals	0205 ☐☐ 0 ☐ None	0206 ☐☐ 0 ☐ None
b. Vice principals and assistant principals	0207 ☐☐ 0 ☐ None	0208 ☐☐ 0 ☐ None
c. Instructional coordinators and supervisors, such as curriculum specialists	0211 ☐☐ 0 ☐ None	0212 ☐☐ 0 ☐ None
d. Library media specialists/librarians	0213 ☐☐ 0 ☐ None	0214 ☐☐ 0 ☐ None
e. School counselors, excluding psychologists and social workers	0215 ☐☐ 0 ☐ None	0216 ☐☐ 0 ☐ None

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31. Continued –

Around the first of October, how many staff held PART-TIME or FULL-TIME positions or assignments in this school in each of the following categories?

	PART-TIME	FULL-TIME
f. Student support services professional staff		
(1) Nurses	0217 ☐☐☐ 0 ☐ None	0218 ☐☐☐ 0 ☐ None
(2) Social workers	0219 ☐☐☐ 0 ☐ None	0220 ☐☐☐ 0 ☐ None
(3) Psychologists	0221 ☐☐☐ 0 ☐ None	0222 ☐☐☐ 0 ☐ None
(4) Speech therapists or pathologists	0223 ☐☐☐ 0 ☐ None	0224 ☐☐☐ 0 ☐ None
(5) Other student support services professional staff	0225 ☐☐☐ 0 ☐ None	0226 ☐☐☐ 0 ☐ None
g. Teachers	0227 ☐☐☐ 0 ☐ None	0228 ☐☐☐☐ 0 ☐ None

- *INCLUDE these types of teachers:*
  - Regular classroom teachers
  - Special area or resource teachers (e.g. special education, Title I, art, music, physical education)
  - Long-term substitute teachers
- *INCLUDE as part-time teachers:*
  - Itinerant teachers who teach part-time at this school
  - Employees reported in other parts of this item if they also have a part-time teaching assignment at this school
- *DO NOT INCLUDE these types of teachers:*
  - Student teachers
  - Short-term substitute teachers
  - Teachers who teach ONLY prekindergarten, postsecondary, or adult education

31. Continued –

Around the first of October, how many staff held PART-TIME or FULL-TIME positions or assignments in this school in each of the following categories?

	PART-TIME	FULL-TIME
h. Aides or assistants		
(1) Library media center aides	0229 ☐☐ 0 ☐ None	0230 ☐☐ 0 ☐ None
(2) Special education aides	0231 ☐☐ 0 ☐ None	0232 ☐☐ 0 ☐ None
(3) Regular Title I aides	0233 ☐☐ 0 ☐ None	0234 ☐☐ 0 ☐ None
(4) Bilingual/ESL teacher aides	0235 ☐☐ 0 ☐ None	0236 ☐☐ 0 ☐ None
(5) Other teacher aides such as kindergarten aides	0237 ☐☐ 0 ☐ None	0238 ☐☐ 0 ☐ None
(6) Health and other non-instructional aides	0239 ☐☐ 0 ☐ None	0240 ☐☐ 0 ☐ None
i. Secretaries and other clerical support staff	0241 ☐☐ 0 ☐ None	0242 ☐☐ 0 ☐ None
j. Food service personnel	0243 ☐☐ 0 ☐ None	0244 ☐☐ 0 ☐ None
k. Custodial, maintenance, and security personnel	0245 ☐☐ 0 ☐ None	0246 ☐☐ 0 ☐ None
l. Other employees not reported above	0247 ☐☐ 0 ☐ None	0248 ☐☐ 0 ☐ None

In items 32 and 33, include only TEACHERS who teach students in one or more of grades K–12 or comparable ungraded levels. Do NOT include student teachers, short-term substitute teachers, or teachers who teach only prekindergarten, postsecondary, or adult education.

32. Of the full-time and part-time TEACHERS in this school around the first of October, how many were –

a. American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?

0252 [| |] Teachers

0 [ ] None

b. Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, or other Asian)?

0253 [| |] Teachers

0 [ ] None

c. Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?

0249 [| |] Teachers

0 [ ] None

d. Black, not of Hispanic origin?

0251 [| |] Teachers

0 [ ] None

e. White, not of Hispanic origin?

0250 [| |] Teachers

0 [ ] None

f. Total teachers *(sum of entries in items 32a–e)*

0254 [| |] Total teachers

NOTE: *Sum of entries in items 32a–e should equal the sum of the entries in item 31g on page 18 (full-time and part-time teachers).*

33. How many full-time and part-time TEACHERS were absent on the most recent school day?

0255 [| |] Teachers

0 [ ] None

VI RECRUITMENT AND HIRING OF TEACHERS: Items 34 – 40

This section asks about teacher recruiting and hiring criteria, job offers, and dismissals.

34. Are the following criteria used in considering applicants for teaching positions at this school?

a. Full standard state certification for field to be taught

0477
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

b. At least emergency or temporary state certification or endorsement for field to be taught

0479
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

c. Graduation from a state-approved teacher education program

0480
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

d. College major or minor in field to be taught

0481
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

e. Passage of a STATE test of basic skills

0482
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

f. Passage of a STATE test of subject knowledge

0483
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

g. Passage of a local SCHOOL test of basic skills or subject knowledge

0484
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

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34. Are the following criteria used in considering applicants for teaching positions at this school? – Continued

h. Passage of the Praxis Series Core Battery Test of Professional Knowledge

0485
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

i. Passage of the Praxis II: Subject Assessment

0486
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

35a. Were there teaching vacancies in this school for this school year – that is, teaching positions for which teachers were recruited and interviewed?

0256
1 ☐ Yes
2 ☐ No → GO to item 38 on page 26

b. Did this school use the following methods to cover the vacancies?

(1) Hired a fully qualified teacher

0257
1 ☐ Yes
2 ☐ No

(2) Hired a less-than-fully qualified teacher

0258
1 ☐ Yes
2 ☐ No

(3) Cancelled planned course offerings

0259
1 ☐ Yes
2 ☐ No

(4) Expanded some class sizes

0260
1 ☐ Yes
2 ☐ No

(5) Added sections to other teachers' normal teaching loads

0261
1 ☐ Yes
2 ☐ No

35b. Continued –

Did this school use the following methods to cover the vacancies?

(6) Assigned a teacher of another subject or grade level to teach those classes

0262 1 ☐ Yes
2 ☐ No

(7) Assigned an administrator or counselor to teach the class

0263 1 ☐ Yes
2 ☐ No

(8) Used long-term or short-term substitutes

0264 1 ☐ Yes
2 ☐ No

YOUR COMMENTS

36. How difficult or easy was it to fill the vacancies for this school year in each of the following fields?

		Mark (X) one box on each line.					
		Not applicable in this school	No vacancy in that field	Easy	Somewhat difficult	Very difficult	Could not fill the vacancy
a. **General elementary**	0265	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
b. **Special education**	0266	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
c. **English/Language arts**	0267	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
d. **Social studies**	0268	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
e. **Computer science**	0269	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
f. **Mathematics**	0270	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
g. **Biology or life sciences**	0271	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
h. **Physical sciences**	0272	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
i. **English as a Second Language (ESL), English for Speakers of Other Languages (ESOL), or bilingual education**	0273	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
j. **Foreign languages**	0274	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
k. **Music or art**	0275	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
l. **Vocational or technical education**	0276	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

YOUR COMMENTS

37a. For this school year, how many teachers were newly hired by this school for grades K–12 and comparable ungraded levels?

Report head counts, not FTEs.

0487 [ ][ ][ ] Teachers

0 ☐ None → *GO to item 38 on page 26.*

b. Of the newly hired teachers, how many of the job offers to these teachers were made –

(1) Before the 1999 summer break?

0488 [ ][ ][ ] Offers

0 ☐ None

(2) During the first half of summer break?

0489 [ ][ ][ ] Offers

0 ☐ None

(3) During the second half of summer break?

0490 [ ][ ][ ] Offers

0 ☐ None

(4) After the beginning of this school year (1999–2000)?

0491 [ ][ ][ ] Offers

0 ☐ None

YOUR COMMENTS

38. Has this school used the following procedures to dismiss poor or incompetent teachers?

a. Criteria for dismissal are met; teacher is dismissed

0492 1 ☐ Yes
2 ☐ No

b. Poor or incompetent teachers identified and "counseled" out of teaching

0493 1 ☐ Yes
2 ☐ No

c. Non-tenured teachers' contracts are not renewed

0494 1 ☐ Yes
2 ☐ No

39. During the last school year, how many teachers of the following types were DISMISSED for poor performance?

a. Teachers with 3 or fewer years of experience

0495 ☐☐☐ Teachers
0 ☐ None

b. Teachers with more than 3 years of experience

0496 ☐☐☐ Teachers
0 ☐ None

40. How many months is the normal contract year for a teacher in this school?

Mark (X) only one box.

0499 1 ☐ 9 months
2 ☐ 9 1/2 months
3 ☐ 10 months
4 ☐ 11 months
5 ☐ 12 months

VII COMPENSATION: Items 41 – 52

This section asks about the teacher salary schedule, benefits, and incentives for teachers and other personnel at your school.

41. Is there a salary schedule for teachers at this school?

0500 1 ☐ Yes

2 ☐ No → *GO to item 44.*

42. According to the salary schedule, what is the normal yearly base salary for –

Report salaries in whole dollars.

a. A teacher with a bachelor's degree and no teaching experience?

0501 $ _____ .00 per year

b. A teacher with a bachelor's degree and 10 years of teaching experience?

0502 $ _____ .00 per year

c. A teacher with a master's degree (or its equivalent in credit hours beyond a bachelor's degree) and no teaching experience?

0503 $ _____ .00 per year

d. A teacher with a master's degree plus 30 credits, and no teaching experience?

0504 $ _____ .00 per year

e. A teacher with a master's degree (or its equivalent in credit hours) and 20 years of teaching experience?

0505 $ _____ .00 per year

f. A teacher at the highest possible step on the salary schedule?

0506 $ _____ .00 per year

43. *If you completed item 42* → *GO to item 45 on the next page.*

44. What is the range of full-time teachers' yearly base salaries at this school?

Report salaries in whole dollars.

0507 $ _____ .00 per year (Lowest)

TO

0508 $ _____ .00 per year (Highest)

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45. According to the school budget for this fiscal year, what is the estimated benefit rate for –

- *Report rates as a percentage of payroll. Include school contributions on behalf of employees for Social Security and other payroll taxes; retirement; medical, dental, disability, unemployment, and life insurance; and all other fringe benefits.*
- *Report each rate to the nearest* ***tenth.***

a. Teachers?

0509 [| | . |] % of payroll

b. Non-professional personnel such as clerical and custodial staff?

0510 [| | . |] % of payroll

c. School administrators?

0511
1 ☐ Same as rate for teachers
2 ☐ Other rate ↯

0512 [| | . |] % of payroll

d. Teacher aides?

0513
1 ☐ Same as rate for teachers
2 ☐ Same as rate for non-professional personnel
3 ☐ Other rate ↯

0514 [| | . |] % of payroll

46. Does an agency or institution other than this school make additional contributions for employee benefits for TEACHERS?

0515
1 ☐ Yes
2 ☐ No → *GO to item 48 on page 29.*

47. What is the estimated benefit rate for additional agency or institution contributions for teachers' benefits?

0516 [| | . |] % of payroll

48. Does this school offer the following benefits to TEACHERS?

a. General medical insurance

0517 1 ☐ Yes
2 ☐ No

b. Dental insurance

0518 1 ☐ Yes
2 ☐ No

c. Group life insurance

0519 1 ☐ Yes
2 ☐ No

49. Does this school offer the following income in-kind to TEACHERS?

a. Housing

0520 1 ☐ Yes
2 ☐ No

b. Meals

Include free or reduced price lunch.

0521 1 ☐ Yes
2 ☐ No

c. Transportation

Include mileage reimbursement for itinerant teachers.

0522 1 ☐ Yes
2 ☐ No

50. Does this school currently use any pay incentives such as cash bonuses, salary increases, or different steps on the salary schedule to –

a. Reward teachers who have attained National Board for Professional Teaching Standards certification?

0611 1 ☐ Yes
2 ☐ No

b. Reward excellence in teaching?

0612 1 ☐ Yes
2 ☐ No

c. Reward completion of in-service professional development?

0613 1 ☐ Yes
2 ☐ No

51a. Does this school currently use any pay incentives to recruit or retain teachers to teach in fields of shortage?

0615
1 ☐ Yes
2 ☐ No → GO to item 52a on page 31

b. Are pay incentives offered to recruit or retain teachers to teach in the following fields?

(1) General elementary

0616
1 ☐ Yes
2 ☐ No

(2) Special education

0617
1 ☐ Yes
2 ☐ No

(3) English/Language arts

0618
1 ☐ Yes
2 ☐ No

(4) Social studies

0619
1 ☐ Yes
2 ☐ No

(5) Computer science

0620
1 ☐ Yes
2 ☐ No

(6) Mathematics

0621
1 ☐ Yes
2 ☐ No

(7) Physical sciences

0622
1 ☐ Yes
2 ☐ No

(8) Biological or life sciences

0623
1 ☐ Yes
2 ☐ No

(9) English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL) or bilingual education

0624
1 ☐ Yes
2 ☐ No

51. Continued

b. Are pay incentives offered to recruit or retain teachers to teach in the following fields?

(10) Foreign languages

0625
1 ☐ Yes
2 ☐ No

(11) Music or art

0626
1 ☐ Yes
2 ☐ No

(12) Vocational or technical education

0627
1 ☐ Yes
2 ☐ No

52a. Is free training available by this school, regardless of funding source, to prepare staff members to teach in fields with current or anticipated shortages?

0628
1 ☐ Yes
2 ☐ No → *GO to Section VIII on page 33.*

b. Is this free training provided for the following fields?

(1) General elementary

0629
1 ☐ Yes
2 ☐ No

(2) Special education

0630
1 ☐ Yes
2 ☐ No

(3) English/Language arts

0631
1 ☐ Yes
2 ☐ No

(4) Social studies

0632
1 ☐ Yes
2 ☐ No

(5) Computer science

0633
1 ☐ Yes
2 ☐ No

52b. Is this free training provided for the following fields? – Continued

(6) Mathematics

0634
1 ☐ Yes
2 ☐ No

(7) Physical sciences

0635
1 ☐ Yes
2 ☐ No

(8) Biological or life sciences

0636
1 ☐ Yes
2 ☐ No

(9) English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL) or bilingual education

0637
1 ☐ Yes
2 ☐ No

(10) Foreign languages

0638
1 ☐ Yes
2 ☐ No

(11) Music or art

0639
1 ☐ Yes
2 ☐ No

(12) Vocational or technical education

0640
1 ☐ Yes
2 ☐ No

YOUR COMMENTS

VIII PROFESSIONAL DEVELOPMENT: Items 53 – 54

This section asks for information on types of training programs and funding.

53. With regard to in-service professional development activities for TEACHERS in this school, who has PRIMARY responsibility for –

Mark (X) only one box in a, b, and c.

a. Deciding the content?

0599
- 1 ☐ Teachers
- 2 ☐ Principal or other school staff
- 4 ☐ Outside professional development providers (e.g., university or college faculty, professional organizations)

b. Designing and planning the activities?

0600
- 1 ☐ Teachers
- 2 ☐ Principal or other school staff
- 4 ☐ Outside professional development providers (e.g., university or college faculty, professional organizations)

c. Conducting the activities?

0601
- 1 ☐ Teachers
- 2 ☐ Principal or other school staff
- 4 ☐ Outside professional development providers (e.g., university or college faculty, professional organizations)

YOUR COMMENTS

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54. Are the following sources of funding for teacher professional development activities used at this school?

a. General school operating funds

0603
1 ☐ Yes
2 ☐ No

b. State professional development funds

0604
1 ☐ Yes
2 ☐ No

c. Special project budgets

0605
1 ☐ Yes
2 ☐ No

d. School improvement funds

0606
1 ☐ Yes
2 ☐ No

e. Title I

0607
1 ☐ Yes
2 ☐ No

f. Eisenhower program

0608
1 ☐ Yes
2 ☐ No

g. Other federal programs

0609
1 ☐ Yes
2 ☐ No

h. Private sector grants

0610
1 ☐ Yes
2 ☐ No

YOUR COMMENTS

IX PARENT INVOLVEMENT AND SCHOOL SAFETY: Items 55 – 59

This section asks about parental involvement in your school and school safety programs.

55. LAST SCHOOL YEAR (1998–1999), were the following means of facilitating parent participation in place at this school? ("Parents" includes parents and other family members.)

NOTE: If you mark "Yes" for an activity, please mark the appropriate box to indicate the proportion of parental participation.

	Yes	No	*If "Yes"* – **What proportion of parents participated?** Few	Less than half	About half	More than half	Most
a. Open house or back-to-school night	0168 1 ☐	2 ☐	0169 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Regularly scheduled schoolwide parent-teacher conferences	0170 1 ☐	2 ☐	0171 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Special subject-area events (e.g., science fair, concert)	0172 1 ☐	2 ☐	0173 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Parent education workshops or courses	0174 1 ☐	2 ☐	0175 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Written contract between school and parent	0176 1 ☐	2 ☐	0177 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Parents as volunteers in the school	0178 1 ☐	2 ☐	0179 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Parents involved in instructional issues	0180 1 ☐	2 ☐	0181 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. Parents involved in governance	0182 1 ☐	2 ☐	0183 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
i. Parents involved in budget decisions	0184 1 ☐	2 ☐	0185 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

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56. THIS SCHOOL YEAR (1999–2000), does this school have the following?

a. A staff member assigned to work on parent involvement

0186 1 ☐ Yes
2 ☐ No

b. A log of parent participation maintained by parents or staff

0187 1 ☐ Yes
2 ☐ No

c. A reliable system of communication with parents, such as newsletters or phone trees

0188 1 ☐ Yes
2 ☐ No

d. Services to support parent participation, such as providing child care or transportation

0189 1 ☐ Yes
2 ☐ No

e. A parent drop-in center or lounge

0190 1 ☐ Yes
2 ☐ No

f. A requirement that teachers send information home to parents explaining school lessons

0191 1 ☐ Yes
2 ☐ No

g. A requirement that teachers provide suggestions for activities that parents can do at home with their child

0192 1 ☐ Yes
2 ☐ No

h. A requirement that teachers create homework assignments that involve parents

0193 1 ☐ Yes
2 ☐ No

57a. Does this school currently have a drug, alcohol, and/or tobacco use prevention program?

0194 1 ☐ Yes
2 ☐ No → *GO to item 58 on page 37.*

b. Is there a formal procedure in place to assess the effectiveness of this prevention program?

0195 1 ☐ Yes
2 ☐ No

58. Does this school currently have the following?

a. A requirement that visitors sign or check in

0196
1 ☐ Yes
2 ☐ No

b. Metal detectors through which all students must pass each day

0197
1 ☐ Yes
2 ☐ No

c. Random metal detector checks on students

0198
1 ☐ Yes
2 ☐ No

d. A requirement that all or most students stay on school grounds during lunch

0199
1 ☐ Yes
2 ☐ No

e. Drug sweeps

0200
1 ☐ Yes
2 ☐ No

f. Daily presence of police or security personnel

0201
1 ☐ Yes
2 ☐ No

g. Video surveillance

0202
1 ☐ Yes
2 ☐ No

59a. Does this school currently have a violence prevention program?

0203
1 ☐ Yes
2 ☐ No → *GO to Section X on page 38.*

b. Is there a formal procedure in place to assess the effectiveness of this violence prevention program?

0204
1 ☐ Yes
2 ☐ No

X TECHNOLOGY: Items 60 – 61

These items ask about technology in your school.

60a. What is the total number of computers in this school?

0277 [ ][ ][ ][ ] Number of computers

0 ☐ None → *GO to Section XI on page 40.*

b. How many of these computers currently have access to the Internet?

0278 [ ][ ][ ][ ] Number of computers

0 ☐ None

c. Of the total number of computers in your school (i.e., those in question 60a), **how many are used for instructional purposes?**

0279 [ ][ ][ ][ ] Number of computers

0 ☐ None → *GO to item 61b on page 39.*

Continue with item 61a on page 39.

YOUR COMMENTS

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61a. Which of the following statements best describes the person at this school who helps teachers use technology for teaching and learning? This person functions, either formally or informally, as a COMPUTER/TECHNOLOGY COORDINATOR with knowledge of educational uses of computer hardware and software.

Mark (X) the ONE BEST description for that person. If there is more than one person, mark for the one person who spends the most time on this work.

0280

1 ☐ No one serves as this type of coordinator. Teachers who use computers take care of this need for themselves.

2 ☐ A full-time school-level coordinator (who has no other job responsibility)

3 ☐ A library media specialist who also serves as computer coordinator

4 ☐ A full-time teacher who also has the title of this type of coordinator

5 ☐ A teacher informally provides leadership to other teachers who use computers

7 ☐ The principal or another school administrator serves this function at this school

8 ☐ A part-time teacher serves this function

9 ☐ Another person – *Describe*

5280 _____

61b. Which of the following statements best describes the person at this school who does, or helps teachers with, technical computer set-up and maintenance? This person functions, either formally or informally, as a COMPUTER/TECHNICAL SUPPORT PERSON.

Mark (X) the ONE BEST description for that person. If there is more than one person, mark for the one person who spends the most time on this work.

0281

1 ☐ No one serves as this type of technical support person. Teachers who use computers take care of this need for themselves.

2 ☐ A full-time school-level technical support person (who has no other job responsibility)

3 ☐ A library media specialist who also serves as a technical support person

4 ☐ A full-time teacher who also has the title of this type of technical support person

5 ☐ A teacher informally provides assistance to other teachers who use computers

7 ☐ The principal or another school administrator serves this function at this school

8 ☐ A part-time teacher serves this function

9 ☐ Another person – *Describe*

5281 _____

XI SPECIAL PROGRAMS AND SERVICES: Items 62 – 72

This section asks about various programs and services in your school.

62a. Regardless of whether this school participates in the National School Lunch Program, around the first of October, were any students in this school ELIGIBLE for free or reduced-price lunches?

0282
- 1 ☐ Yes
- 2 ☐ No
- 3 ☐ Don't know

} *GO to item 63a.*

b. Around the first of October, how many students at this school were ELIGIBLE for free or reduced-price lunches?

Report a separate count for prekindergarten students.

0283 [ ][ ][ ] Prekindergarten students eligible

0 ☐ None

0284 [ ][ ][ ][ ] Other students eligible (Kindergarten and higher)

0 ☐ None

c. Does this school participate in the National School Lunch Program?

0285
- 1 ☐ Yes
- 2 ☐ No → *GO to item 63a.*

d. Around the first of October, how many applicants at this school were APPROVED for free or reduced-price lunches?

Report a separate count for prekindergarten students.

0286 [ ][ ][ ] Prekindergarten applicants approved

0 ☐ None

0287 [ ][ ][ ][ ] Other applicants approved (Kindergarten and higher)

0 ☐ None

63a. Around the first of October, did any students enrolled in this school receive Title I services at this school, or at any other location?

(Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)

0288
- 1 ☐ Yes
- 2 ☐ No → *GO to item 65a on page 42.*

b. Is this school operating a school-wide Title I program?

0289
- 1 ☐ Yes → *GO to item 65a on page 42.*
- 2 ☐ No → *Continue with item 64a on the next page.*

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64a. If this school is designated as a targeted assistance school, how many students are served by the Title I program?

0290 [| | |] Students

b. At which grade levels are students receiving Title I services?

Mark (X) all that apply.

0291 1 ☐ Prekindergarten
0292 1 ☐ Kindergarten
0293 1 ☐ 1st
0294 1 ☐ 2nd
0295 1 ☐ 3rd
0296 1 ☐ 4th
0297 1 ☐ 5th
0298 1 ☐ 6th
0299 1 ☐ 7th
0300 1 ☐ 8th
0301 1 ☐ 9th
0302 1 ☐ 10th
0303 1 ☐ 11th
0304 1 ☐ 12th
0305 1 ☐ Ungraded

c. Are students receiving Title I services in –

(1) Reading/Language arts?

0306 1 ☐ Yes
2 ☐ No

(2) Mathematics?

0307 1 ☐ Yes
2 ☐ No

(3) English as a Second Language (ESL)?

0308 1 ☐ Yes
2 ☐ No

d. In head counts, how many Title I teachers and teacher aides were teaching AT THIS SCHOOL around the first of October?

0309 [| |] Teachers
0 ☐ None

0310 [| |] Teacher aides
0 ☐ None

65a. Of the students enrolled in this school, how many have an Individual Education Plan (IEP) because they have disabilities or are special education students?

Do not include prekindergarten, postsecondary, or adult education students.

0315 ☐☐☐☐ Students

0 ☐ None → *GO to item 66a below.*

b. How many of these IEP students are in each of the following instructional settings?

The sum of entries in item 65b should equal the entry in item 65a above.

0316 ☐☐☐☐ **All day in a regular classroom**

0317 ☐☐☐☐ **Most of the day in a regular classroom** (1–20 percent of the school day receiving special education and related services outside the regular classroom)

0318 ☐☐☐☐ **Some of the day in a regular classroom** (21–60 percent of the school day receiving special education and related services outside the regular classroom)

0319 ☐☐☐☐ **Little or none of the day in a regular classroom** (61–100 percent of the school day receiving special education and related services outside the regular classroom)

66a. Of the students enrolled in this school as of October 1, have any been identified as limited-English proficient?

Do not include prekindergarten, postsecondary, or adult education students.

(Limited-English proficient (LEP) refers to students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

0320 1 ☐ Yes

2 ☐ No → *GO to item 71a on page 46.*

b. How many limited-English proficient students are enrolled in this school?

0321 ☐☐☐☐ Students

YOUR COMMENTS

67. Are the following used to determine whether a student is limited-English proficient?

a. Information provided by parent

0322 1 ☐ Yes

2 ☐ No

b. Teacher observation or referral

0323 1 ☐ Yes

2 ☐ No

c. Home language survey

0324 1 ☐ Yes

2 ☐ No

d. Student interview

0325 1 ☐ Yes

2 ☐ No

e. Student records

0326 1 ☐ Yes

2 ☐ No

f. Achievement test

0327 1 ☐ Yes

2 ☐ No

g. Language proficiency test

0328 1 ☐ Yes

2 ☐ No

YOUR COMMENTS

68a. Does this school have instruction specifically designed to address the needs of limited-English proficient students?

0329
1 ☐ Yes
2 ☐ No → GO to item 69 on page 45.

b. Are limited-English proficient students provided with the following types of language instruction?

(1) Instruction in English language using approaches such as ESL, structured immersion, or bilingual education

0330
1 ☐ Yes
2 ☐ No

(2) Instruction to maintain the student's fluency in his/her native language, such as Spanish lessons for Spanish speakers

0331
1 ☐ Yes
2 ☐ No

(3) Instruction in regular English/language arts classrooms

0332
1 ☐ Yes
2 ☐ No

c. How are limited-English proficient students taught subject matter courses such as mathematics, science, and social studies?

Are they taught –

(1) In their native language?

0333
1 ☐ Yes
2 ☐ No

(2) Using ESL, bilingual, or immersion techniques?

0334
1 ☐ Yes
2 ☐ No

(3) In regular English-speaking classrooms?

0335
1 ☐ Yes
2 ☐ No

YOUR COMMENTS

69. Are the following methods used to teach limited-English proficient students?

a. Compensatory or remedial classes

0336 1 ☐ Yes
2 ☐ No

b. Special education

0337 1 ☐ Yes
2 ☐ No

c. Regular classes

0338 1 ☐ Yes
2 ☐ No

70. Does this school provide the following services for parents with limited English skills?

a. Interpreters for meetings or parent-teacher conferences

0339 1 ☐ Yes
2 ☐ No

b. Translations of printed materials, such as newsletters, school notices, or school signs

0340 1 ☐ Yes
2 ☐ No

c. Outreach or referral services for limited-English proficient parents

0341 1 ☐ Yes
2 ☐ No

YOUR COMMENTS

71a. From the start of the 1998–1999 school year through the 1999 summer session, were any MIGRANT students enrolled in this school?

(Migrant students are those who move from school to school because they are children of migrant agricultural workers, including migratory dairy workers and migratory fishers.)

0342
1 ☐ Yes
2 ☐ No → *GO to item 73 below.*

b. What was the total cumulative enrollment of migrant students during the regular 1998–1999 school year and the 1999 summer session?

0343 ☐☐☐☐ Migrant students

72a. During the REGULAR SCHOOL YEAR (1998–1999), did the migrant students in this school receive services covered at least in part by Title I Part C Migrant Education Program (MEP) funds under school control?

0344
1 ☐ Yes
2 ☐ No
3 ☐ Do not know
→ *GO to item 73 below.*

b. What were these MEP-funded services?

Mark all that apply.

0345 1 ☐ Supplemental instruction available to all students
0346 1 ☐ Instructional programs unique to migrant students
0347 1 ☐ Support services
0348 1 ☐ Other

73. How long did it take you to complete this form, not counting interruptions?

Please record the time in minutes, e.g., 45 minutes, 60 minutes, etc.

0349 ☐☐☐ Minutes

74. Please enter the date you completed this questionnaire.

Month Day Year

0350 ☐☐ ☐☐ ☐☐☐☐

Thank you very much for your participation in this survey.

Please return this survey in the enclosed envelope. If you do not have the return envelope, call 1–800–221–1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

Find out more about the Schools and Staffing Survey (SASS) and information about Bureau of Indian Affairs (BIA) Schools that was collected in the last survey. See SASS on the World Wide Web at:

http://nces.ed.gov/surveys/sass

Look for the report "Characteristics of American Indian and Alaska Native Education" under Publications (NCES 96-124).

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES's Web site at:

http://nces.ed.gov

For additional data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

http://www.fedstats.gov

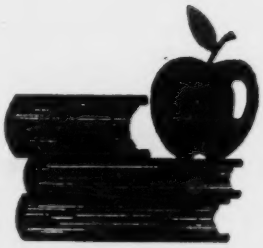
OMB No. 1850-0598; Approval Expires 09/30/2001

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by:
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU

PUBLIC CHARTER SCHOOL QUESTIONNAIRE

SCHOOLS AND STAFFING SURVEY
1999–2000 SCHOOL YEAR



(Please correct any errors in name, address, and ZIP Code.)

THIS SURVEY REPLACES THE NATIONAL STUDY OF CHARTER SCHOOLS THAT WAS ADMINISTERED IN SPRING 1999

NOTICE

This report is authorized by law (20 U.S. Code 1221e). The results will be reported in statistical summaries.

FORM SASS-3D
(9-27-99)

DEAR CHARTER SCHOOL PRINCIPAL/DIRECTOR:

The Schools and Staffing Survey is adding a new component for the 1999–2000 school year: the Charter School questionnaire. The 4 year National Study of Charter Schools has ended, but the need for up-to-date information about public charter schools, other public schools, and private schools continues. Now, for the first time, comparable information about public charter schools, other public schools, Bureau of Indian Affairs (BIA) schools and private schools will be collected at the same time, in the same way.

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in this voluntary survey. The U.S. Census Bureau is conducting this survey for NCES, by the authority of Section 406(b) of the General Education Provisions Act (20 USC 1221e) to collect statistics on the condition of education in the United States.

WHAT IS THE SCHOOLS AND STAFFING SURVEY (SASS)?

SASS is a family of surveys sent to districts, schools, directors or principals, and teachers. SASS asks about such topics as staffing levels, teacher workloads, district policies, and characteristics of teachers and principals.

WHY SHOULD YOUR SCHOOL PARTICIPATE IN THIS SURVEY?

Your school represents the wide variety of educational opportunities that charter schools provide. SASS is designed to be representative of every type of school, but we need your cooperation to make this possible. **We will report the data only in statistical summaries so that individuals cannot be identified.**

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Please return your completed questionnaire in the enclosed envelope. If you do not have the return envelope, please call 1–800–221–1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132–0001

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT.

SINCERELY,

Gary W. Phillips

GARY W. PHILLIPS
ACTING COMMISSIONER OF EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 70 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns about the contents of this questionnaire, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

ORGANIZATION OF THIS QUESTIONNAIRE

This questionnaire asks about many aspects of public charter schools. It has three sections:

I. SCHOOL POLICIES AND PRACTICES (beginning on page 5):
This section asks about a variety of school policies and practices including student enrollment, curricular programs, staffing, etc.

II. ADMINISTRATIVE POLICIES AND PRACTICES (beginning on page 37):
This section asks about your school's administration, including salary schedules, benefit rates, etc.

III. LIBRARY MEDIA CENTER (beginning on page 48):
This section asks about library facilities in your school.

Since these sections address a wide variety of topics, various staff in your school, or those associated with this school's supervisory organization, company or district, may answer the questions.

1. INSTRUCTIONS

a. We suggest using a pencil or ball point pen to answer this questionnaire.

b. If you have any questions, call the Census Bureau at 1–800–221–1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern Time).

c.

YOUR COMMENTS

BEST COPY AVAILABLE

2a. Is the institution or organization named on the front of this questionnaire a school?

0050 1 ☐ Yes

2 ☐ No – *Please explain.* → 5050 _____ → GO to item 3.

b. Is this school a public CHARTER school?

(A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may be a newly created school or it may previously have been a public or private school.)

0051 1 ☐ Yes

2 ☐ No → GO to item 3.

c. Is the school named on the front of this questionnaire still in operation?

0052 1 ☐ Yes

2 ☐ No – *Please record the year when the school closed.*

Year

0053 ☐☐☐☐ → GO to item 3.

d. Does this school teach students in one or more of grades 1 to 12, or comparable ungraded levels?

0054 1 ☐ Yes

2 ☐ No – *Please record the grade level(s) taught in this school (e.g., prekindergarten and kindergarten, postsecondary).*

5054 _____ → GO to item 3.

e. Is this school's name the same as that shown on the front page?

0055 1 ☐ Yes

2 ☐ No

3. If you marked "No" to any of questions 2a—e, please call the Census Bureau at 1-800-221-1204.

If you marked "Yes" for all of questions 2a—e, continue with item 4.

4. At the end of this questionnaire, you are asked to record the amount of time required to complete this form, not counting interruptions. Please record the time you begin.

0057 ☐☐ : ☐☐

BEST COPY AVAILABLE

I SCHOOL POLICIES AND PRACTICES: Items 5 – 61

This section asks about enrollment, staffing programs, services, and availability and use of computers.

5. What grades are offered in this school?

Mark (X) all that apply.

0058 1 ☐ Prekindergarten
0060 1 ☐ Kindergarten
0066 1 ☐ 1st
0068 1 ☐ 2nd
0070 1 ☐ 3rd
0072 1 ☐ 4th
0074 1 ☐ 5th
0076 1 ☐ 6th
0078 1 ☐ 7th
0080 1 ☐ 8th
0082 1 ☐ 9th
0084 1 ☐ 10th
0086 1 ☐ 11th
0088 1 ☐ 12th
0090 1 ☐ Ungraded

PLEASE NOTE → *For items 6a–13b, include only students in grades K–12 and comparable ungraded levels.*

6a. Around the first of October, what was the total number of students enrolled in this school in grades K-12 and comparable ungraded levels?

Do NOT include prekindergarten, postsecondary, or adult education students.

0092 ☐☐☐☐ Students

b. How many of these students were migrant students?

(Migrant students are those who move from school to school because they are children of migrant agricultural workers, including migratory dairy workers and migratory fishers.)

0093 ☐☐☐☐ Migrant students

0 ☐ None

BEST COPY AVAILABLE

7a. From the start of the regular 1998-1999 school year through the 1999 summer session, were any MIGRANT students enrolled in this school?

0342
1 ☐ Yes
2 ☐ No → *GO to item 9 below.*

b. What was the total cumulative enrollment of migrant students during the regular 1998-1999 school year and the 1999 summer session?

0343 ☐☐☐☐ Migrant students

8a. During the REGULAR 1998-1999 SCHOOL YEAR, did the migrant students in this school receive services covered at least in part by Title I Part C Migrant Education Program (MEP) funds under school control?

0344
1 ☐ Yes
2 ☐ No
3 ☐ Don't know
} *GO to item 9 below.*

b. What were these MEP-funded services?

Mark (X) all that apply.

0345 1 ☐ Supplemental instruction available to all students

0346 1 ☐ Instructional programs unique to migrant students

0347 1 ☐ Support services

0348 1 ☐ Other

9. Around the first of October, how many MALE students attended this school?

Do NOT include prekindergarten, postsecondary, or adult education students.

0095 ☐☐☐☐ Male students

0 ☐ None

YOUR COMMENTS

10. Around the first of October, how many students enrolled in grades K-12 and comparable ungraded levels were –

Do NOT include prekindergarten, postsecondary, or adult education students.

a. Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?

0096 [ ][ ][ ][ ] Students

0 ☐ None

b. White, not of Hispanic origin?

0097 [ ][ ][ ][ ] Students

0 ☐ None

c. Black, not of Hispanic origin?

0098 [ ][ ][ ][ ] Students

0 ☐ None

d. American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?

0099 [ ][ ][ ][ ] Students

0 ☐ None

e. Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, or other Asian)?

0100 [ ][ ][ ][ ] Students

0 ☐ None

f. Total students *(Sum of entries in 10a-e)*

0101 [ ][ ][ ][ ] Total students

Note: *Sum of entries in items 10a–e should be equal to entry in item 6a on page 5.*

11a. How long is the school day for students in this school?

Report BOTH hours and minutes, e.g., 6 hours and 0 minutes, 5 hours and 45 minutes, etc. If the length of day varies by grade level, record the longest day.

0102 [ ][ ] Hours

AND

0103 [ ][ ] Minutes

b. How many days are in the school year for students in this school?

0470 [ ][ ][ ] Days per school year

12a. During the last school year (1998–1999), what is your best estimate of the percent of students in this school who were absent for the following number of days?

0104 ☐☐☐ % **0-9 days**

0105 ☐☐☐ % **10-20 days**

0106 ☐☐☐ % **21+ days**

(Percentage entries should sum to 100%)

b. During the last school year (1998-1999), what was the Average Daily Attendance (ADA) at this school?

0107 ☐☐☐☐ Students

13. What is the current enrollment CAPACITY of this school?

a. Capacity of permanent building(s)

0108 ☐☐☐☐ Students

0 ☐ No permanent buildings

b. Capacity of temporary building(s)

0109 ☐☐☐☐ Students

0 ☐ No temporary buildings

14. Is this charter school facility –

a. Leased from a commercial source?

0750 1 ☐ Yes

2 ☐ No

b. Provided by the district, free or at a nominal cost?

0751 1 ☐ Yes

2 ☐ No

c. Leased at, or near, market price from the district?

0752 1 ☐ Yes

2 ☐ No

d. Obtained through another arrangement?

0753 1 ☐ Yes – *Describe*

5753 _____

2 ☐ No

15a. When was this school's charter granted?

Report month as a number, i.e., 01 for January, 02 for February, etc.

0754 [ ][ ] Month 0755 [1][9][ ][ ] Year

b. Who granted the charter?

Mark (X) only one box.

0756
1 ☐ A school district
2 ☐ The State Board of Education
3 ☐ Postsecondary institution
4 ☐ A state charter-granting agency
5 ☐ Other – **What is the name of the chartering agency?**

5756 _____

6 ☐ Don't know

16. Is this charter school a newly created school or was it a pre-existing school?

("Pre-existing" means the charter school was originally all or part of a public or private school.)

Mark (X) only one box.

0757
1 ☐ A newly created school
2 ☐ A pre-existing public school
3 ☐ A pre-existing private school
4 ☐ Don't know

17. When did this school start providing instruction as a public charter school?

Report month as a number, i.e., 01 for January, 02 for February, etc.

0758 [ ][ ] Month 0759 [1][9][ ][ ] Year

YOUR COMMENTS

18. Does your school's charter include waivers or exemptions from the following state or district policies?

NOTE: If you mark "Yes" for a policy, please mark the appropriate box (1–5) to indicate how important the waiver or exemption is to this school.

	Yes	No	How important is this waiver to the operation of this school? Not important ← → Very important 1	2	3	4	5
a. Teacher certification requirements	0760 1 ☐	2 ☐	0761 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Teacher/staff hiring/ firing policies	0762 1 ☐	2 ☐	0763 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. The normal teacher contract year	0764 1 ☐	2 ☐	0765 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Tenure requirements	0766 1 ☐	2 ☐	0767 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Teacher salary/pay schedule	0768 1 ☐	2 ☐	0769 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Curriculum requirements	0770 1 ☐	2 ☐	0771 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Student attendance/seat time requirements	0772 1 ☐	2 ☐	0773 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. Student assessment criteria	0774 1 ☐	2 ☐	0775 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
i. Length of school day or year	0776 1 ☐	2 ☐	0777 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
j. Control of finances/budget/ability to allocate funds	0778 1 ☐	2 ☐	0779 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
k. Professional development requirements for teachers	0780 1 ☐	2 ☐	0781 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
l. Professional development requirements for administrators	0782 1 ☐	2 ☐	0783 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
m. Professional development requirements for instructional aides	0784 1 ☐	2 ☐	0785 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
n. Incentives, rewards, or sanctions due to school performance	0786 1 ☐	2 ☐	0787 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
o. Other	0788 1 ☐	2 ☐	0789 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

19. What type of public charter school is this?

Mark (X) the box that best describes this school.

0110
- 1 ☐ REGULAR elementary or secondary
- 3 ☐ Elementary or secondary with a SPECIAL PROGRAM EMPHASIS (such as a foreign language immersion school, science/math school, performing arts school, talented/gifted school, etc.)
- 4 ☐ SPECIAL EDUCATION school – primarily serves students with disabilities
- 5 ☐ VOCATIONAL/TECHNICAL school – primarily serves students being trained for occupations
- 6 ☐ ALTERNATIVE – offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special program, special education, or vocational school – *Please describe*

5110 _____

20a. Does this charter school provide support for home-based learning (homeschooling)?

(Home-based learning or homeschooling is when parents or family choose to exercise the day-to-day monitoring of their children's education, which replaces full-time attendance at a campus school and is used to satisfy state compulsory education requirements.)

0790
- 1 ☐ Yes
- 2 ☐ No → *GO to item 21.*

b. Approximately what percentage of students enrolled in this school are home-based learning (homeschooled) students?

0791 ☐☐☐ Percent

c. At which location(s) are home-based learning students instructed?

Mark only one box.

0792
- 1 ☐ At students' homes only
- 2 ☐ Both at students' homes and at school site
- 3 ☐ Other – *Describe*

5792 _____

21. Is this ENTIRE SCHOOL specifically for students who have been suspended or expelled, who have dropped out, or who have been referred for behavioral or adjustment problems?

0111
- 1 ☐ Yes
- 2 ☐ No

22a. Does this school have a magnet program?

(A magnet program offers enhancements such as special curricular themes or methods of instruction to attract students from outside their normal attendance area.)

0112
1 ☐ Yes
2 ☐ No → *GO to item 23 below.*

b. Is this a school-wide magnet program in which all students in this school participate in the program?

0113
1 ☐ Yes
2 ☐ No

c. Is this magnet program intended to encourage students of different racial or ethnic backgrounds to enroll in this school for the purpose of creating racial balance or reducing racial isolation?

0114
1 ☐ Yes
2 ☐ No

23. Does this school have any special requirements for admission other than proof of immunization, age, or residence?

0115
1 ☐ Yes
2 ☐ No → *GO to item 25 on page 13.*

24. Does this school use the following requirements for admission?

a. Admission test

0116
1 ☐ Yes
2 ☐ No

b. Standardized achievement test

0117
1 ☐ Yes
2 ☐ No

c. Academic record

0118
1 ☐ Yes
2 ☐ No

d. Special student needs (e.g., students "at risk" or with disabilities)

0119
1 ☐ Yes
2 ☐ No

24. Continued –

Does this school use the following requirements for admission?

e. Special student aptitudes, skills, or talents

0120 1 ☐ Yes
2 ☐ No

f. Personal interview

0121 1 ☐ Yes
2 ☐ No

g. Recommendations

0122 1 ☐ Yes
2 ☐ No

25. Does this school offer the following programs?

a. Programs with special instructional approaches

(e.g., Montessori, self-paced instruction, open education, ungraded classrooms, etc.)

0125 1 ☐ Yes
2 ☐ No

b. Talented/gifted program

(Designed for students with specifically identified talents or exceptional academic achievement.)

0126 1 ☐ Yes
2 ☐ No

c. Immersion in a foreign language program

(The basic curriculum is offered in a foreign language instead of English or in addition to English.)

0127 1 ☐ Yes
2 ☐ No

d. Advanced placement (AP) courses

0128 1 ☐ Yes
2 ☐ No

e. International Baccalaureate (IB)

(IB is an internationally licensed high school degree program.)

0129 1 ☐ Yes
2 ☐ No

25. Continued –

Does this school offer the following programs?

f. Specialized career academy

(Curriculum that integrates academic and vocational courses, organized around broad career areas)

0130 1 ☐ Yes

2 ☐ No

g. Specialized Tech-Prep program(s)

(Vocational-technical instruction in the last two years of high school designed to prepare students for two years of postsecondary vocational instruction)

0131 1 ☐ Yes

2 ☐ No

26. Are the following programs or services currently available AT THIS SCHOOL for students in any of grades K–12 or comparable ungraded levels, regardless of funding source?

a. A program for students with discipline or adjustment problems

0132 1 ☐ Yes

2 ☐ No

b. Medical health care services

(Services provided by trained professionals to diagnose and treat health problems of students)

0133 1 ☐ Yes

2 ☐ No

c. Extended day or before-school or after-school day care programs

0134 1 ☐ Yes

2 ☐ No

27a. Does this school have performance reports?

0793 1 ☐ Yes

2 ☐ No → *GO to item 28 on page 16.*

b. Do these performance reports include –

(1) Test results from state, local, or national standardized assessments?

0524 1 ☐ Yes

2 ☐ No

(2) Student attendance rates?

0525 1 ☐ Yes

2 ☐ No

(3) Graduation rates?

0526 1 ☐ Yes

2 ☐ No

27b. Continued –

Do these performance reports include –

(4) Dropout rates?

0527 1 ☐ Yes
2 ☐ No

(5) Student mobility rates?

0528 1 ☐ Yes
2 ☐ No

(6) SAT/ACT scores?

0529 1 ☐ Yes
2 ☐ No

(7) Postsecondary placements of graduating seniors?

0530 1 ☐ Yes
2 ☐ No

(8) Employment placements of graduating seniors?

0531 1 ☐ Yes
2 ☐ No

(9) Data reported by demographic group (limited-English proficiency, gender, race, special education, socio-economic status, etc.)?

0532 1 ☐ Yes
2 ☐ No

c. Does this school use these performance reports to –

(1) Evaluate the progress of students in this school?

0136 1 ☐ Yes
2 ☐ No

(2) Determine the next year's instructional focus?

0137 1 ☐ Yes
2 ☐ No

(3) Realign the curriculum, e.g., with content standards and/or other indicator criteria?

0138 1 ☐ Yes
2 ☐ No

(4) Inform parents and the community of the school's progress?

0139 1 ☐ Yes
2 ☐ No

(5) Prompt school-level initiatives for improvement?

0140 1 ☐ Yes
2 ☐ No

28. Does this school use the following methods to organize classes or student groups?

a. Traditional grades or academic discipline-based departments

0141 1 ☐ Yes
2 ☐ No

b. Grades or groups subdivided into small groups such as "houses" or "families"

0142 1 ☐ Yes
2 ☐ No

c. Student groups that remain two or more years with the same teacher

0143 1 ☐ Yes
2 ☐ No

d. Interdisciplinary teaching

(e.g., two or more teachers with different academic specializations collaborate to teach an interdisciplinary program to the same group of students)

0144 1 ☐ Yes
2 ☐ No

e. Paired or team teaching

(e.g., two teachers are jointly responsible for teaching a single group of students)

0145 1 ☐ Yes
2 ☐ No

29. Has this school implemented the following?

a. Scheduling of class periods to create extended instructional blocks of time (block scheduling)

0146 1 ☐ Yes
2 ☐ No

b. Before-school or after-school enrichment programs

0147 1 ☐ Yes
2 ☐ No

c. Academic intersessions or summer school activities for students needing extra assistance to meet academic expectations

0148 1 ☐ Yes
2 ☐ No

d. Academic intersessions or summer school activities for students seeking academic advancement or acceleration

0149 1 ☐ Yes
2 ☐ No

29. Continued –

Has this school implemented the following?

e. School calendar where number of days for students exceeds mandatory days per year

0150
1 ☐ Yes
2 ☐ No

f. Year-round calendar to distribute school days across twelve months

0151
1 ☐ Yes
2 ☐ No → *GO to item 30a.*

(1) Do all students attend on the same cycle?

0152
1 ☐ Yes
2 ☐ No

30a. Does this school have students in one or more of grades 1–8?

0153
1 ☐ Yes
2 ☐ No → *GO to item 31a.*

b. Which of the following best describes this school's approach to providing instruction in core subjects (math, science, social studies, English/language arts) to regular students in grades 1–8?

Mark (X) only one box.

0154
1 ☐ **All classes in core subjects have students assigned into classrooms of mixed ability levels.**
2 ☐ **Some classes in core subjects have students assigned into classrooms of mixed ability levels.**
3 ☐ **Not applicable; only one class per grade.**

31a. Does this school have students in one or more of grades 9–12?

0155
1 ☐ Yes
2 ☐ No → *GO to item 39 on page 21.*

b. Which of the following best describes the organization of classes in core subjects (math, science, social studies, English/language arts) for regular students in grades 9–12?

Mark (X) only one box.

0156
1 ☐ **Classes in ALL core subjects are differentiated by student ability level.**
2 ☐ **Classes in SOME core subjects are differentiated by student ability level.**
3 ☐ **Classes in core subjects are NOT differentiated by ability level.**
4 ☐ **Not applicable; only one class per grade.**

32. Are the following opportunities available for students in this school?

a. College credits offered through community colleges, colleges, or distance learning providers

0157 1 ☐ Yes
2 ☐ No

b. Work-based learning or internships, in which students earn COURSE CREDITS for supervised learning activities that occur in paid or unpaid workplace assignments

0158 1 ☐ Yes
2 ☐ No

c. Career learning, as a class or part of a class in which students learn about possible careers

0159 1 ☐ Yes
2 ☐ No

d. Job shadowing, in which students learn about a job by following the schedule of a person who holds that job

0160 1 ☐ Yes
2 ☐ No

33. Does this school grant high school diplomas?

Do not include vocational certificates, certificates of attendance, or certificates of completion.

0574 1 ☐ Yes → *Continue with item 34 on page 19.*
2 ☐ No → *GO to item 38a on page 20.*

YOUR COMMENTS

34. **For high school graduates of the class of 2000, how many years of instruction are required in each of the following areas?**

Record the number to the nearest TENTH, e.g., 3.0, 2.5, etc.

a. English/Language arts

0575 [ ].[ ] Years

0 ☐ None

b. Mathematics

0576 [ ].[ ] Years

0 ☐ None

c. Computer science

0577 [ ].[ ] Years

0 ☐ None

d. Social sciences, social studies (e.g., history, geography, economics)

0578 [ ].[ ] Years

0 ☐ None

e. Physical or biological sciences

0579 [ ].[ ] Years

0 ☐ None

f. Foreign languages

0580 [ ].[ ] Years

0 ☐ None

35a. **Do these requirements reflect a 3-year or a 4-year program?**

Mark (X) only one box.

0581 1 ☐ 3-year program
2 ☐ 4-year program
GO to item 36a on page 20.
3 ☐ Other

b. **How many years?**

0582 [ ] Years

36a. Does this school have a community service requirement for students in the class of 2000?

0583
1 ☐ Yes
2 ☐ No → *GO to item 37.*

b. Does this school require a certain number of hours of community service?

0584
1 ☐ Yes
2 ☐ No → *GO to item 37.*

c. How many hours are required?

0585 ☐☐☐ Hours

37. Are students required to pass a state assessment to graduate from this school?

0586
1 ☐ Yes
2 ☐ No

38a. LAST SCHOOL YEAR (1998–1999), were any students enrolled in 12th grade?

0161
1 ☐ Yes
2 ☐ No → *GO to item 39 on page 21.*

b. What percentage graduated with a diploma?

Do not include certificates of completion or attendance.

0164 ☐☐☐ %

0 ☐ None

c. Of those who graduated last year, approximately what percentage went to:

0165 ☐☐☐ % **Four-year colleges?**

0166 ☐☐☐ % **Two-year colleges?**

0167 ☐☐☐ % **Technical or other specialized schools?**

YOUR COMMENTS

39. LAST SCHOOL YEAR (1998–1999) were the following means of facilitating parent participation in place at this school? ("Parents" includes parents and other family members.)

NOTE: If you mark "Yes" for an activity, please mark the appropriate box to indicate the proportion of parental participation.

	Yes	No	*If "Yes"* – **What proportion of parents participated?** Few	Less than half	About half	More than half	Most
a. Open house or back-to-school night	0168 1 ☐	2 ☐	0169 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Regularly scheduled schoolwide parent-teacher conferences	0170 1 ☐	2 ☐	0171 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Special subject-area events (e.g., science fair, concert)	0172 1 ☐	2 ☐	0173 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Parent education workshops or courses	0174 1 ☐	2 ☐	0175 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Written contract between school and parent	0176 1 ☐	2 ☐	0177 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Parents as volunteers in the school	0178 1 ☐	2 ☐	0179 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Parents involved in instructional issues	0180 1 ☐	2 ☐	0181 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. Parents involved in governance	0182 1 ☐	2 ☐	0183 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
i. Parents involved in budget decisions	0184 1 ☐	2 ☐	0185 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

40. Are parents or family members required to participate or volunteer at this school?

0794 1 ☐ Yes

2 ☐ No

41. THIS SCHOOL YEAR (1999–2000), does this school have the following?

a. A staff member assigned to work on parent involvement

0186
1 ☐ Yes
2 ☐ No

b. A log of parent participation maintained by parents or staff

0187
1 ☐ Yes
2 ☐ No

c. A reliable system of communication with parents, such as newsletters or phone trees

0188
1 ☐ Yes
2 ☐ No

d. Services to support parent participation, such as providing child care or transportation

0189
1 ☐ Yes
2 ☐ No

e. A parent drop-in center or lounge

0190
1 ☐ Yes
2 ☐ No

f. A requirement that teachers send information home to parents explaining school lessons

0191
1 ☐ Yes
2 ☐ No

g. A requirement that teachers provide suggestions for activities that parents can do at home with their child

0192
1 ☐ Yes
2 ☐ No

h. A requirement that teachers create homework assignments that involve parents

0193
1 ☐ Yes
2 ☐ No

42a. Does this school currently have a drug, alcohol, and/or tobacco use prevention program?

0194
1 ☐ Yes
2 ☐ No → *GO to item 43 on page 23.*

b. Is there a formal procedure in place to assess the effectiveness of this prevention program?

0195
1 ☐ Yes
2 ☐ No

43. **Does this school currently have the following?**

a. **A requirement that visitors sign or check in**

0196
1 ☐ Yes
2 ☐ No

b. **Metal detectors through which all students must pass each day**

0197
1 ☐ Yes
2 ☐ No

c. **Random metal detector checks on students**

0198
1 ☐ Yes
2 ☐ No

d. **A requirement that all or most students stay on school grounds during lunch**

0199
1 ☐ Yes
2 ☐ No

e. **Drug sweeps**

0200
1 ☐ Yes
2 ☐ No

f. **Daily presence of police or security personnel**

0201
1 ☐ Yes
2 ☐ No

g. **Video surveillance**

0202
1 ☐ Yes
2 ☐ No

44a. **Does this school currently have a violence prevention program?**

0203
1 ☐ Yes
2 ☐ No → *GO to item 45 on page 24.*

b. **Is there a formal procedure in place to assess the effectiveness of this violence prevention program?**

0204
1 ☐ Yes
2 ☐ No

45. Around the first of October, how many staff held PART-TIME or FULL-TIME positions or assignments in this school in each of the following categories?

Please read through all of the categories (a–l) listed below before starting to answer.

Staff with **part-time positions or assignments** include:

- Employees you share with other schools or a district office.
- Employees who perform more than one function at this school; for example, a teaching principal would be counted once as a part-time teacher and again as a part-time principal.
- Employees who work part-time.

	PART-TIME	FULL-TIME
a. Principals	0205 ☐☐ 0 ☐ None	0206 ☐☐ 0 ☐ None
b. Vice principals and assistant principals	0207 ☐☐ 0 ☐ None	0208 ☐☐ 0 ☐ None
c. Instructional coordinators and supervisors, such as curriculum specialists	0211 ☐☐ 0 ☐ None	0212 ☐☐ 0 ☐ None
d. Library media specialists/librarians	0213 ☐☐ 0 ☐ None	0214 ☐☐ 0 ☐ None
e. School counselors, excluding psychologists and social workers	0215 ☐☐ 0 ☐ None	0216 ☐☐ 0 ☐ None
f. Student support services professional staff		
(1) Nurses	0217 ☐☐ 0 ☐ None	0218 ☐☐ 0 ☐ None
(2) Social workers	0219 ☐☐ 0 ☐ None	0220 ☐☐ 0 ☐ None
(3) Psychologists	0221 ☐☐ 0 ☐ None	0222 ☐☐ 0 ☐ None
(4) Speech therapists or pathologists	0223 ☐☐ 0 ☐ None	0224 ☐☐ 0 ☐ None
(5) Other student support services professional staff	0225 ☐☐ 0 ☐ None	0226 ☐☐ 0 ☐ None

45. Continued –

Around the first of October, how many staff held PART-TIME or FULL-TIME positions or assignments in this school in each of the following categories?

	PART-TIME	FULL-TIME
g. Teachers *INCLUDE these types of teachers:* • Regular classroom teachers • Special area or resource teachers (e.g., special education, Title I, art, music, physical education) • Long-term substitute teachers *INCLUDE as part-time teachers:* • Itinerant teachers who teach part-time at this school • Employees reported in other parts of this item if they also have a part-time teaching assignment at this school *DO NOT INCLUDE these types of teachers:* • Student teachers • Short-term substitute teachers • Teachers who teach ONLY prekindergarten, postsecondary or adult education	0227 ☐☐ 0 ☐ None	0228 ☐☐ 0 ☐ None
h. Aides or assistants **(1) Library media center aides**	0229 ☐☐ 0 ☐ None	0230 ☐☐ 0 ☐ None
(2) Special education aides	0231 ☐☐ 0 ☐ None	0232 ☐☐ 0 ☐ None
(3) Regular Title I aides	0233 ☐☐ 0 ☐ None	0234 ☐☐ 0 ☐ None
(4) Bilingual/ESL teacher aides	0235 ☐☐ 0 ☐ None	0236 ☐☐ 0 ☐ None
(5) Other teacher aides such as kindergarten aides	0237 ☐☐ 0 ☐ None	0238 ☐☐ 0 ☐ None
(6) Health and other non-instructional aides	0239 ☐☐ 0 ☐ None	0240 ☐☐ 0 ☐ None
i. Secretaries and other clerical support staff	0241 ☐☐ 0 ☐ None	0242 ☐☐ 0 ☐ None
j. Food service personnel	0243 ☐☐ 0 ☐ None	0244 ☐☐ 0 ☐ None

45. Continued –

Around the first of October, how many staff held PART-TIME or FULL-TIME positions or assignments in this school in each of the following categories?

	PART-TIME	FULL-TIME
k. Custodial, maintenance, and security personnel	0245 ☐☐ 0 ☐ None	0246 ☐☐ 0 ☐ None
l. Other employees not reported above	0247 ☐☐ 0 ☐ None	0248 ☐☐ 0 ☐ None

In items 46 and 47, include only TEACHERS who teach students in one or more of grades K–12 or comparable ungraded levels. Do NOT include student teachers, short-term substitute teachers, or those who teach only prekindergarten, postsecondary, or adult education.

46. Of the full-time and part-time TEACHERS in this school around the first of October, how many were –

a. Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?

0249 ☐☐☐ Teachers

0 ☐ None

b. White, not of Hispanic origin?

0250 ☐☐☐ Teachers

0 ☐ None

c. Black, not of Hispanic origin?

0251 ☐☐☐ Teachers

0 ☐ None

d. American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?

0252 ☐☐☐ Teachers

0 ☐ None

e. Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, or other Asian)?

0253 ☐☐☐ Teachers

0 ☐ None

f. Total teachers (Sum of entries in 46a-e)

0254 ☐☐☐ Teachers

Note: *Sum of entries in items 46a–e should equal the sum of the entries in item 45g on page 25 (full-time and part-time teachers).*

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47. **How many full-time and part-time TEACHERS were absent on the most recent school day?**

0255 ☐☐☐ Teachers

0 ☐ None

48a. **Were there teaching vacancies in this school for this school year - that is, teaching positions for which teachers were recruited and interviewed?**

0256
1 ☐ Yes
2 ☐ No → *GO TO item 50a on page 29.*

b. **Did this school use the following methods to cover the vacancies?**

(1) Hired a fully qualified teacher

0257
1 ☐ Yes
2 ☐ No

(2) Hired a less-than-fully qualified teacher

0258
1 ☐ Yes
2 ☐ No

(3) Cancelled planned course offerings

0259
1 ☐ Yes
2 ☐ No

(4) Expanded some class sizes

0260
1 ☐ Yes
2 ☐ No

(5) Added sections to other teachers' normal teaching loads

0261
1 ☐ Yes
2 ☐ No

(6) Assigned a teacher of another subject or grade level to teach those classes

0262
1 ☐ Yes
2 ☐ No

(7) Assigned an administrator or counselor to teach the class

0263
1 ☐ Yes
2 ☐ No

(8) Used long-term or short-term substitutes

0264
1 ☐ Yes
2 ☐ No

49. How difficult or easy was it to fill the vacancies for this school year in each of the following fields?

		Mark (X) one box on each line.					
		Not applicable in this school	No vacancy in that field	Easy	Some-what difficult	Very difficult	Could not fill the vacancy
a. General elementary	0265	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
b. Special education	0266	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
c. English/Language arts	0267	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
d. Social studies	0268	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
e. Computer science	0269	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
f. Mathematics	0270	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
g. Biology or life sciences	0271	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
h. Physical sciences	0272	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
i. English as a Second Language (ESL), English for Speakers of Other Languages (ESOL), or bilingual education	0273	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
j. Foreign languages	0274	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
k. Music or art	0275	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
l. Vocational or technical education	0276	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

YOUR COMMENTS

50a. What is the total number of computers in this school?

0277 [| | | |] Number of computers

0 ☐ None → GO to item 52a on page 30.

b. How many of these computers currently have access to the Internet?

0278 [| | | |] Number of computers

0 ☐ None

c. Of the total number of computers in your school (i.e., those in question 50a), **how many are used for instructional purposes?**

0279 [| | | |] Number of computers

0 ☐ None → GO to item 51b on page 30.

51a. Which of the following statements best describes the person at this school who helps teachers use technology for teaching and learning? This person functions, either formally or informally, as a COMPUTER/TECHNOLOGY coordinator with knowledge of educational uses of computer hardware and software.

Mark (X) the ONE BEST description for that person. If there is more than one person, mark for the one person who spends the most time on this work.

0280

1 ☐ No one serves as this type of coordinator. Teachers who use computers take care of this need for themselves.

2 ☐ A full-time school-level coordinator (who has no other job responsibility)

3 ☐ A library media specialist who also serves as computer coordinator

4 ☐ A full-time teacher who also has the title of this type of coordinator

5 ☐ A teacher informally provides leadership to other teachers who use computers

6 ☐ A district-level coordinator serves this function at this school

7 ☐ The principal or another school administrator serves this function at this school

8 ☐ A part-time teacher serves this function

9 ☐ Another person – *Describe*

5280 _____

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51b. Which of the following statements best describes the person at this school who does, or helps teachers with, technical computer set-up and maintenance? This person functions, either formally or informally, as a COMPUTER/TECHNICAL SUPPORT PERSON.

Mark (X) the ONE BEST description for that person. If there is more than one person, mark for the one person who spends the most time on this work.

0281

1 ☐ No one serves as this type of technical support person. Teachers who use computers take care of this need for themselves.

2 ☐ A full-time school-level technical support person (who has no other job responsibility)

3 ☐ A library media specialist who also serves as a technical support person

4 ☐ A full-time teacher who also has the title of this type of technical support person

5 ☐ A teacher informally provides assistance to other teachers who use computers

6 ☐ A district-level technical support person serves this function at this school

7 ☐ The principal or another school administrator serves this function at this school

8 ☐ A part-time teacher serves this function

9 ☐ Another person – *Describe*

5281 _____

52a. Regardless of whether this school participates in the National School Lunch Program, around the first of October, were any students in this school ELIGIBLE for free or reduced-price lunches?

0282

1 ☐ Yes

2 ☐ No

3 ☐ Don't know

GO to item 53a on page 31.

b. Around the first of October, how many students at this school were ELIGIBLE for free or reduced-price lunches?

Report a separate count for prekindergarten students.

0283 ☐☐☐ Prekindergarten students eligible

0 ☐ None

0284 ☐☐☐☐ Other students eligible (Kindergarten and higher)

0 ☐ None

52c. Does this school participate in the National School Lunch Program?

0285
1 ☐ Yes
2 ☐ No → *GO to item 53a.*

d. Around the first of October, how many applicants at this school were APPROVED for free or reduced-price lunches?

Report a separate count for prekindergarten applicants.

0286 ☐☐☐ Prekindergarten applicants approved
0 ☐ None

0287 ☐☐☐☐ Other applicants approved (Kindergarten and higher)
0 ☐ None

53a. Around the first of October, did any students enrolled in this school receive Title I services at this school, or at any other location?

(Title I is a federally funded program that provides educational services, such as remedial reading or remedial math, to children who live in areas with high concentrations of low-income families.)

0288
1 ☐ Yes
2 ☐ No → *GO to item 55a on page 33.*

b. Is this school operating a school-wide Title I program?

0289
1 ☐ Yes → *GO to item 55a on page 33.*
2 ☐ No → *Continue with item 54a on page 32.*

YOUR COMMENTS

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54a. If this school is designated as a targeted assistance school, how many students are served by the Title I program?

0290 [ ][ ][ ][ ] Students

b. At which grade levels are students receiving Title I services?

Mark (X) all that apply.

0291 1 ☐ Prekindergarten
0292 1 ☐ Kindergarten
0293 1 ☐ 1st
0294 1 ☐ 2nd
0295 1 ☐ 3rd
0296 1 ☐ 4th
0297 1 ☐ 5th
0298 1 ☐ 6th
0299 1 ☐ 7th
0300 1 ☐ 8th
0301 1 ☐ 9th
0302 1 ☐ 10th
0303 1 ☐ 11th
0304 1 ☐ 12th
0305 1 ☐ Ungraded

c. Are students receiving Title I services in –

(1) Reading/Language arts?

0306 1 ☐ Yes
2 ☐ No

(2) Mathematics?

0307 1 ☐ Yes
2 ☐ No

(3) English as a Second Language (ESL)?

0308 1 ☐ Yes
2 ☐ No

d. In head counts, how many Title I teachers and teacher aides were teaching AT THIS SCHOOL around the first of October?

0309 [ ][ ][ ] Teachers
0 ☐ None

0310 [ ][ ][ ] Teacher aides
0 ☐ None

55a. Of the students enrolled in this school, how many have an Individual Education Plan (IEP) because they have disabilities or are special education students?

Do not include prekindergarten, postsecondary, or adult education students.

0315 [ ][ ][ ][ ][ ] Students

0 ☐ None → *GO to item 56a.*

b. How many of these IEP students are in each of the following instructional settings?

The sum of entries in item 55b should equal the entry in item 55a above.

0316 [ ][ ][ ][ ][ ] **All day in a regular classroom**

0317 [ ][ ][ ][ ][ ] **Most of the day in a regular classroom** (1-20 percent of the school day receiving special education and related services outside the regular classroom)

0318 [ ][ ][ ][ ][ ] **Some of the day in a regular classroom** (21-60 percent of the school day receiving special education and related services outside the regular classroom)

0319 [ ][ ][ ][ ][ ] **Little or none of the day in a regular classroom** (61-100 percent of the school day receiving special education and related services outside the regular classroom)

56a. Of the students enrolled in this school as of October 1, have any been identified as limited-English proficient?

Do not include prekindergarten, postsecondary, or adult education students.

(Limited-English proficient (LEP) refers to students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

0320 1 ☐ Yes

2 ☐ No → *GO to item 61a on page 36.*

b. How many limited-English proficient students are enrolled in this school?

0321 [ ][ ][ ][ ][ ] Students

57. Are the following used to determine whether a student is limited-English proficient?

a. Information provided by parent

0322 1 ☐ Yes
2 ☐ No

b. Teacher observation or referral

0323 1 ☐ Yes
2 ☐ No

c. Home language survey

0324 1 ☐ Yes
2 ☐ No

d. Student interview

0325 1 ☐ Yes
2 ☐ No

e. Student records

0326 1 ☐ Yes
2 ☐ No

f. Achievement test

0327 1 ☐ Yes
2 ☐ No

g. Language proficiency test

0328 1 ☐ Yes
2 ☐ No

YOUR COMMENTS

58a. Does this school have instruction specifically designed to address the needs of limited-English proficient students?

0329
1 ☐ Yes
2 ☐ No → *GO to item 59.*

b. Are limited-English proficient students provided with the following types of language instruction?

(1) Instruction in English language using approaches such as ESL, structured immersion, or bilingual education

0330
1 ☐ Yes
2 ☐ No

(2) Instruction to maintain the student's fluency in his/her native language such as Spanish lessons for Spanish speakers

0331
1 ☐ Yes
2 ☐ No

(3) Instruction in regular English/language arts classrooms

0332
1 ☐ Yes
2 ☐ No

c. How are limited-English proficient students taught subject matter courses such as mathematics, science, and social studies?

Are they taught –

(1) In their native language?

0333
1 ☐ Yes
2 ☐ No

(2) Using ESL, bilingual, or immersion techniques?

0334
1 ☐ Yes
2 ☐ No

(3) In regular English-speaking classrooms?

0335
1 ☐ Yes
2 ☐ No

59. Are the following methods used to teach limited-English proficient students?

a. Compensatory or remedial classes

0336
1 ☐ Yes
2 ☐ No

b. Special education

0337
1 ☐ Yes
2 ☐ No

c. Regular classes

0338
1 ☐ Yes
2 ☐ No

60. Does this school provide the following services for parents with limited English skills?

a. Interpreters for meetings or parent-teacher conferences

0339 1 ☐ Yes
2 ☐ No

b. Translations of printed materials, such as newsletters, school notices or school signs?

0340 1 ☐ Yes
2 ☐ No

c. Outreach or referral services for limited-English proficient parents?

0341 1 ☐ Yes
2 ☐ No

61a. Is this public charter school operated by an organization or company, other than a public school district, that also manages other schools?

0795 1 ☐ Yes – **What is the name of the organization or company?** ☞

5795 _____

2 ☐ No

b.

0796 1 ☐ Yes
2 ☐ No

c. Is this public charter school part of another public school district or local education agency (LEA)?

0797 1 ☐ Yes – **What is the name of the district or LEA?** ☞

5797 _____

2 ☐ No

YOUR COMMENTS

II ADMINISTRATIVE POLICIES AND PRACTICES: Items 62–81

This section asks about your school's administration, including salary schedules, benefit rates, etc.

INSTRUCTIONS – As needed, please contact staff at your school's supervisory organization, company or district for information to complete this section.

62. Are the following criteria used in considering applicants for teaching positions in this public charter school?

a. Full standard state certification for field to be taught

0477
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

b. At least emergency or temporary state certification or endorsement for field to be taught

0479
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

c. Graduation from a state-approved teacher education program

0480
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

d. College major or minor in field to be taught

0481
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

e. Passage of a STATE test of basic skills

0482
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

f. Passage of a STATE test of subject knowledge

0483
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

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62. Continued –

Are the following criteria used in considering applicants for teaching positions in this public charter school?

g. Passage of the Praxis Series Core Battery Test of Professional Knowledge

0485
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

h. Passage of the Praxis II: Subject Assessment

0486
1 ☐ Not used
2 ☐ Used but not required
3 ☐ Required

63a. For this school year, how many teachers were newly hired by this public charter school for grades K-12 and comparable ungraded levels?

Report head counts, not FTEs.

0487 ☐☐☐ Teachers

0 ☐ None → *GO to item 64 on page 39.*

b. Of the newly hired teachers, how many of the job offers to these teachers were made –

(1) Before the 1999 summer break?

0488 ☐☐☐ Offers

0 ☐ None

(2) During the first half of summer break?

0489 ☐☐☐ Offers

0 ☐ None

(3) During the second half of summer break?

0490 ☐☐☐ Offers

0 ☐ None

(4) After the beginning of this school year (1999-2000)?

0491 ☐☐☐ Offers

0 ☐ None

64. **Has this public charter school used the following procedures to dismiss poor or incompetent teachers?**

a. **Criteria for dismissal are met; teacher is dismissed**

0492
1 ☐ Yes
2 ☐ No

b. **Poor or incompetent teachers identified and "counseled" out of teaching**

0493
1 ☐ Yes
2 ☐ No

c. **Non-tenured teachers' contracts are not renewed**

0494
1 ☐ Yes
2 ☐ No

65. **During the last school year, how many teachers of the following types were DISMISSED for poor performance?**

a. **Teachers with 3 or fewer years of experience**

0495 ☐☐☐ Teachers
0 ☐ None

b. **Teachers with more than 3 years of experience**

0496 ☐☐☐ Teachers
0 ☐ None

66a. **Does this public charter school have an agreement with a teachers' union or organization for the purpose of collective bargaining or meet-and-confer discussions?**

0497
1 ☐ Yes
2 ☐ No → *GO to item 67.*

b. **Which type of agreement?**

Mark (X) only one box.

0498
1 ☐ Collective bargaining
2 ☐ Meet-and-confer

67. **How many months is the normal contract year for a TEACHER at this charter school?**

Mark (X) only one box.

0499
1 ☐ 9 months
2 ☐ 9 1/2 months
3 ☐ 10 months
4 ☐ 11 months
5 ☐ 12 months

68. Is there a salary schedule for teachers at this public charter school?

0500 1 ☐ Yes

2 ☐ No → *GO to item 70.*

69. According to the salary schedule, what is the normal yearly base salary for –

Report salaries in whole dollars.

a. A teacher with a bachelor's degree and no teaching experience?

0501 $ _____ .00 per year

b. A teacher with a bachelor's degree and 10 years of teaching experience?

0502 $ _____ .00 per year

c. A teacher with a master's degree (or its equivalent in credit hours beyond a bachelor's degree) and no teaching experience?

0503 $ _____ .00 per year

d. A teacher with a master's degree plus 30 credits, and no teaching experience?

0504 $ _____ .00 per year

e. A teacher with a master's degree (or its equivalent in credit hours) and 20 years of teaching experience?

0505 $ _____ .00 per year

f. A teacher at the highest possible step on the salary schedule?

0506 $ _____ .00 per year

g. ***If you completed item 69*** → *GO to item 71 on page 41.*

70. What is the range of full-time teachers' yearly base salaries at this school?

Report salaries in whole dollars.

0507 $ _____ .00 per year (Lowest)

TO

0508 $ _____ .00 per year (Highest)

71. According to the school budget for this fiscal year, what is the estimated benefit rate for –

- *Report rates as a percentage of payroll. Include school contributions on behalf of employees for Social Security and other payroll taxes; retirement; medical, dental, disability, unemployment, and life insurance; and all other fringe benefits.*
- *Report each rate to the nearest **tenth**.*

a. Teachers?

0509 [| | . |] % of payroll

b. Non-professional personnel such as clerical and custodial staff?

0510 [| | . |] % of payroll

c. School administrators?

0511
1 ☐ Same as rate for teachers
2 ☐ Other rate →

0512 [| | . |] % of payroll

d. Teacher aides?

0513
1 ☐ Same as rate for teachers
2 ☐ Same as rate for non-professional personnel
3 ☐ Other rate →

0514 [| | . |] % of payroll

72a. Does a state, city or county agency other than this school make additional benefit rate contributions for employee benefits for TEACHERS?

0515
1 ☐ Yes
2 ☐ No → *GO to item 73 on page 42.*

b. What is the estimated benefit rate for additional state, city or county contributions for teachers' benefits?

0516 [| | . |] % of payroll

YOUR COMMENTS

73. Does this school offer the following benefits to TEACHERS?

a. General medical insurance

0517 1 ☐ Yes
2 ☐ No

b. Dental insurance

0518 1 ☐ Yes
2 ☐ No

c. Group life insurance

0519 1 ☐ Yes
2 ☐ No

74. Does this school offer the following income in-kind to TEACHERS?

a. Housing

0520 1 ☐ Yes
2 ☐ No

b. Meals

Include free or reduced-price lunch.

0521 1 ☐ Yes
2 ☐ No

c. Transportation

Include mileage reimbursement for itinerant teachers.

0522 1 ☐ Yes
2 ☐ No

75. Does this STATE reward public charter schools for student achievement?

0540 1 ☐ Yes
2 ☐ No

76. Does this STATE sanction public charter schools for poor student achievement?

0541 1 ☐ Yes
2 ☐ No

77. With regard to the in-service professional development activities for TEACHERS in this school, who has PRIMARY responsibility for –

Mark (X) only one box in a, b, and c.

a. Deciding the content?

0599
1 ☐ Teachers
2 ☐ Principals or other school staff
3 ☐ District staff
4 ☐ Outside professional development providers (e.g., university or college faculty, professional organizations)

b. Designing and planning the activities?

0600
1 ☐ Teachers
2 ☐ Principals or other school staff
3 ☐ District staff
4 ☐ Outside professional development providers (e.g., university or college faculty, professional organizations)

c. Conducting the activities?

0601
1 ☐ Teachers
2 ☐ Principals or other school staff
3 ☐ District staff
4 ☐ Outside professional development providers (e.g., university or college faculty, professional organizations)

YOUR COMMENTS

78. Are the following sources of funding for teacher professional development activities used at this school?

a. General school operating funds

0603 1 ☐ Yes
2 ☐ No

b. State professional development funds

0604 1 ☐ Yes
2 ☐ No

c. Special project budgets

0605 1 ☐ Yes
2 ☐ No

d. School improvement funds

0606 1 ☐ Yes
2 ☐ No

e. Title I

0607 1 ☐ Yes
2 ☐ No

f. Eisenhower program

0608 1 ☐ Yes
2 ☐ No

g. Other federal programs

0609 1 ☐ Yes
2 ☐ No

h. Private sector grants

0610 1 ☐ Yes
2 ☐ No

79. Does this school currently use any pay incentives such as cash bonuses, salary increases, or different steps on the salary schedule to –

a. Reward teachers who have attained National Board for Professional Teaching Standards certification?

0611 1 ☐ Yes
2 ☐ No

b. Reward excellence in teaching?

0612 1 ☐ Yes
2 ☐ No

c. Reward completion of in-service professional development?

0613 1 ☐ Yes
2 ☐ No

80a. Does this school currently use any pay incentives to recruit or retain teachers to teach in fields of shortage?

0615
1 ☐ Yes
2 ☐ No → GO to item 81a on page 46.

b. Are pay incentives offered to recruit or retain teachers to teach in the following fields?

(1) General elementary

0616
1 ☐ Yes
2 ☐ No

(2) Special education

0617
1 ☐ Yes
2 ☐ No

(3) English/Language arts

0618
1 ☐ Yes
2 ☐ No

(4) Social studies

0619
1 ☐ Yes
2 ☐ No

(5) Computer science

0620
1 ☐ Yes
2 ☐ No

(6) Mathematics

0621
1 ☐ Yes
2 ☐ No

(7) Physical sciences

0622
1 ☐ Yes
2 ☐ No

(8) Biological or life sciences

0623
1 ☐ Yes
2 ☐ No

(9) English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL) or bilingual education

0624
1 ☐ Yes
2 ☐ No

80b. Continued –

Are pay incentives offered to recruit or retain teachers to teach in the following fields?

(10) Foreign languages

0625
1 ☐ Yes
2 ☐ No

(11) Music or art

0626
1 ☐ Yes
2 ☐ No

(12) Vocational or technical education

0627
1 ☐ Yes
2 ☐ No

81a. Is free training available by this school, regardless of funding source, to prepare staff members to teach in fields with current or anticipated shortages?

0628
1 ☐ Yes
2 ☐ No → *GO to Section III on page 48.*

b. Is this free training provided for the following fields?

(1) General elementary

0629
1 ☐ Yes
2 ☐ No

(2) Special education

0630
1 ☐ Yes
2 ☐ No

(3) English/Language arts

0631
1 ☐ Yes
2 ☐ No

(4) Social studies

0632
1 ☐ Yes
2 ☐ No

(5) Computer science

0633
1 ☐ Yes
2 ☐ No

81b. Continued –

Is this free training provided for the following fields?

(6) Mathematics

0634 1 ☐ Yes
2 ☐ No

(7) Physical sciences

0635 1 ☐ Yes
2 ☐ No

(8) Biological or life sciences

0636 1 ☐ Yes
2 ☐ No

(9) English as a Second Language (ESL) or English for Speakers of Other Languages (ESOL) or bilingual education

0637 1 ☐ Yes
2 ☐ No

(10) Foreign languages

0638 1 ☐ Yes
2 ☐ No

(11) Music or art

0639 1 ☐ Yes
2 ☐ No

(12) Vocational or technical education

0640 1 ☐ Yes
2 ☐ No

YOUR COMMENTS

III LIBRARY MEDIA CENTER: Items 82 – 91

This section asks about library media facilities in your school.

82. Does this public charter school have a library media center?

(A library media center is an organized collection of printed and/or audiovisual and/or computer resources which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers, and administrators.)

(A library media center may be called a library, media center, resource center, information center, instructional materials center, learning resource center, or some other name.)

0798 1 ☐ Yes → *GO to item 85a on page 49.*

2 ☐ No

83a. Does this school have a formal arrangement with another school or a public library to provide library media services to your students and staff?

0799 1 ☐ Yes

2 ☐ No → *GO TO item 84.*

b. Who provides library media services to this charter school?

Mark all that apply.

0800 1 ☐ Another charter school

0801 1 ☐ Another public school that is not a charter school

0802 1 ☐ A college or university

0803 1 ☐ Public library

0804 1 ☐ Some other institution or organization

84. Does your school use Internet resources to access reference materials, rather than a library media center?

0805 1 ☐ Yes
2 ☐ No
→ *GO to item 92 on page 52.*

YOUR COMMENTS

85a. Does this school's library media center have any PAID library aides or clerical workers?

Do not include volunteers.

0806 1 ☐ Yes

2 ☐ No → *GO to item 86a on page 50.*

b. How many?

0807 ☐☐

c. How many of these paid library aides or clerical workers —

(1) Work full-time in this school's library media center?

0808 ☐☐

0 ☐ None

(2) Work at least 3/4 time but less than full-time in this school's library media center?

0809 ☐☐

0 ☐ None

(3) Work at least 1/2 time but less than 3/4 time in this school's library media center?

0810 ☐☐

0 ☐ None

(4) Work less than 1/2 time in this school's library media center?

0811 ☐☐

0 ☐ None

YOUR COMMENTS

86a. Does this school's library media center have paid PROFESSIONAL STAFF who are NOT certified as library media specialists?

Do not include library aides or clerical staff.

0812 1 ☐ Yes

2 ☐ No → *GO to item 87a on page 51.*

b. How many?

0813 ☐☐

c. How many of these paid professional staff who are not certified library media specialists –

(1) Work full-time in this school's library media center?

0814 ☐☐

0 ☐ None

(2) Work at least 3/4 time but less than full-time in this school's library media center?

0815 ☐☐

0 ☐ None

(3) Work at least 1/2 time but less than 3/4 time in this school's library media center?

0816 ☐☐

0 ☐ None

(4) Work less than 1/2 time in this school's library media center?

0817 ☐☐

0 ☐ None

YOUR COMMENTS

87a. Does this school's library media center have paid professional staff who are CERTIFIED in this state as LIBRARY MEDIA SPECIALISTS?

- *Count a library media specialist as certified if he/she has met your state's regular or standard certification requirements in the library media specialty area.*
- *Include those who have completed all necessary course work and are eligible for full certification upon completion of a probationary period.*

0818
1 ☐ Yes
2 ☐ No → *GO to item 88a on page 52.*

b. How many?

0819 ☐☐

c. How many of these certified library media specialists –

(1) Work full-time in this school's library media center?

0820 ☐☐

0 ☐ None

(2) Work at least 3/4 time but less than full-time in this school's library media center?

0821 ☐☐

0 ☐ None

(3) Work at least 1/2 time but less than 3/4 time in this school's library media center?

0822 ☐☐

0 ☐ None

(4) Work less than 1/2 time in this school's library media center?

0823 ☐☐

0 ☐ None

YOUR COMMENTS

88a. Do any volunteers provide services for the library media center?

0824 1 ☐ Yes
2 ☐ No → *GO TO item 89.*

b. How many?

0825 ☐☐☐

89. During the most recent full week of school, approximately how many students used the library media center?

Provide your best estimate of students coming through your doors, individually and in groups.

0826 ☐☐☐☐ Students per week

90. AT THE END OF THE 1998-99 SCHOOL YEAR, approximately what was the total number of books held in the library media center?

Count volumes, not titles.

0827 ☐☐☐☐☐☐ Books

91. AT THE END OF THE 1998-99 SCHOOL YEAR, approximately what was the total number of current periodical subscriptions?

Report number of print and microform titles. Do not report duplicates.

0828 ☐☐☐ Periodical subscriptions

92. Not counting interruptions, how long did it take to complete this questionnaire?

Please record the time in minutes.

0349 ☐☐☐ Minutes

93. Please enter the date you completed this questionnaire.

Month Day Year

0350 ☐☐ ☐☐ ☐☐☐☐

YOUR COMMENTS

Thank you very much for your participation in this survey.

Please return this survey in the enclosed envelope. If you do not have the return envelope, call 1–800–221–1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

To find out more about the Schools and Staffing Survey (SASS), see SASS on the World Wide Web at:

http://nces.ed.gov/surveys/sass.html

To learn more about charter schools, look for the U.S. Department of Education report, "The State of Charter Schools Third-Year Report" at:

http://www.ed.gov/pubs/studies.html

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES's Web site at:

http://nces.ed.gov

For data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

http://www.fedstats.gov

OMB No. 1850-0598: Approval Expires 09/30/2001

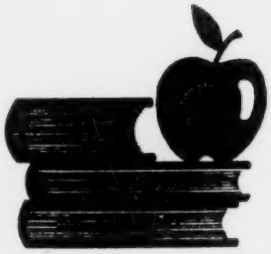
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by:
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

PUBLIC SCHOOL TEACHER QUESTIONNAIRE

SCHOOLS AND STAFFING SURVEY

1999–2000 SCHOOL YEAR



(Please correct any errors in name, address, and ZIP Code.)

THIS SURVEY HAS BEEN ENDORSED BY:

- American Association of School Administrators
- American Counseling Association
- American Federation of Teachers
- Council of Chief State School Officers
- Council of Great City Schools
- Department of Middle Level Services, National Association of Secondary School Principals
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Center for Improving Science Education
- National Council of Teachers of Mathematics
- National Education Association
- National Middle School Association

NOTICE

This report is authorized by law (20 U.S. Code 9003). The results will be reported in statistical summaries.

FORM **SASS-4A**
(11-2-99)

DEAR TEACHER:

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in this survey. The U.S. Census Bureau is conducting this survey by the authority of Section 405(b) of the National Education Statistics Act of 1994, as amended (20 USC 9003).

WHY IS NCES SPONSORING THIS SURVEY?

The purpose of this survey is to obtain information about teachers, such as teaching field, teaching workload, and teaching experience. We will report your data only in statistical summaries so that individuals cannot be identified.

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?

We are conducting this survey with only a sample of teachers. Therefore, the value of your individual contribution is greatly increased because it represents many other teachers. We encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Please return your completed questionnaire in the enclosed envelope. If you do not have the return envelope, please call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
ATTN: CPB
1201 E. 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT.

SINCERELY,

Gary W. Phillips

GARY W. PHILLIPS
ACTING COMMISSIONER OF EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 40 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns about the content of this questionnaire, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

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INSTRUCTIONS

a.

b.

The person named on the label –

0050 1 ☐ Has transferred to another school

2 ☐

3 ☐

4 ☐ Has retired

5 ☐ Is deceased

Please STOP now and return this questionnaire to the U.S. Census Bureau. Thank you for your time.

c.

We suggest using a pencil or a ballpoint pen to answer this questionnaire.

If you have any questions, call the Census Bureau at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern time).

Please keep count of the time you spend completing this questionnaire. At the end of the survey, you are asked to record the amount of time needed to complete it. Please record the time you begin.

☐☐ : ☐☐ Time started

YOUR COMMENTS

I GENERAL INFORMATION: Items 1-7

This section asks for general information about your teaching and other experiences, and whether or not your current school is a public charter school.

1a. How do you classify your main assignment at THIS school, that is, the activity at which you spend most of your time during this school year?

Mark (X) only one box.

0051

1 ☐ Regular full-time teacher

2 ☐ Regular part-time teacher

3 ☐ Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)

4 ☐ Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute)

5 ☐ Short-term substitute

6 ☐ Student teacher

7 ☐ Teacher aide

8 ☐ Administrator (e.g., principal, assistant principal, director, school head)

9 ☐ Library media specialist or librarian

10 ☐ Other professional staff (e.g., counselor, curriculum coordinator, social worker)

11 ☐ Support staff (e.g., secretary)

b. Which box did you mark in item 1a above?

0052

1 ☐ Box 1 → *GO to item 3 on page 6.*

2 ☐ Box 2, 3 or 4 → *GO to item 2 on page 6.*

3 ☐ Box 5, 6 or 7 → ***Please STOP now and return this questionnaire to the Census Bureau. Thank you for your time.***

4 ☐ Box 8, 9, 10 or 11

c. Do you TEACH any regularly-scheduled class(es) at this school?

If you work as a library media specialist or librarian at this school, do not include classes in which you teach students how to use the library (e.g., library skills or library research).

0053

1 ☐ Yes → *GO to item 2 on page 6.*

2 ☐ No → ***Please STOP now and return this questionnaire to the Census Bureau. Thank you for your time.***

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2. How much time do you work as a TEACHER at THIS school?

Mark (X) only one box.

0054
1 ☐ Full time
2 ☐ 3/4 time or more, but less than full time
3 ☐ 1/2 time or more, but less than 3/4 time
4 ☐ 1/4 time or more, but less than 1/2 time
5 ☐ Less than 1/4 time

3a. Is this school a public charter school?

(A public charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may previously have been a public or private school.)

0055
1 ☐ Yes
2 ☐ No → *GO to item 4a on page 7.*

b. Is this public charter school a newly created school or was it originally all or part of a pre-existing public or private school?

Mark (X) only one box.

0056
1 ☐ A newly created school → *GO to item 4a on page 7.*
2 ☐ All or part of a pre-existing public or private school
3 ☐ Don't know → *GO to item 4a on page 7.*

c. Were you teaching at this school before it became a charter school?

0057
1 ☐ Yes
2 ☐ No → *GO to item 4a on page 7.*

d. Did you support this school's conversion to a charter school?

0058
1 ☐ Yes
2 ☐ No

YOUR COMMENTS

4a. What was your MAIN activity LAST school year?

Mark (X) only one box.

0059
1 ☐ Teaching in this school
2 ☐ Teaching in another elementary or secondary school IN THIS SCHOOL SYSTEM
3 ☐ Teaching in a public elementary or secondary school IN A DIFFERENT SCHOOL SYSTEM IN THIS STATE
4 ☐ Teaching in a public elementary or secondary school in ANOTHER STATE
5 ☐ Teaching in a PRIVATE elementary or secondary school
6 ☐ Student at a college or university
7 ☐ Teaching in a preschool
8 ☐ Teaching at a college or university
9 ☐ Working in a position in the field of education, but not as a teacher
10 ☐ Working in an occupation outside the field of education
11 ☐ Caring for family members
12 ☐ Military service
13 ☐ Unemployed and seeking work
14 ☐ Retired from another job
15 ☐ Other – *Please specify*

5069 _____

b. Did you mark box 10 (Working in an occupation outside the field of education) in item 4a?

0060
1 ☐ Yes
2 ☐ No → *GO to item 5 on page 8.*

c. What kind of work were you doing?

Please record your job title; for example, electrical engineer, cashier, typist, farmer, loan officer.

5061 _____ Job title

0061 ☐☐☐ **Office use only**

4d. What were your most important activities or duties at that job?

For example, data entry, selling cars, driving delivery truck, caring for livestock.

9061 _____

e. In addition to this main activity, were you also teaching in one or more of grades K-12 last school year?

0062
1 ☐ Yes
2 ☐ No → *GO to item 5 below.*

f. How would you classify that teaching position?

Mark (X) only one box.

0063
1 ☐ Regular full-time teacher
2 ☐ Regular part-time teacher
3 ☐ Substitute teacher
4 ☐ Itinerant teacher
5 ☐ Other – *Please specify*

5063 _____

5. In what year did you begin teaching in THIS school?

If your assignment at this school has included a break in service of one year or more, please report the year that you returned to this school from your most recent break in service.

Do not include time spent as a student teacher.

0064 | 1 | 9 | | | Year

YOUR COMMENTS

6a. How many years have you worked as a FULL-TIME elementary or secondary teacher in PUBLIC schools?

Include the current school year if you are a full-time teacher this year. Record whole years, not fractions or months.

0065 [ ][ ] Year(s)

o ☐ None

b. How many years have you worked as a PART-TIME elementary or secondary teacher in PUBLIC schools?

Include the current school year if you are a part-time teacher this year. Record whole years, not fractions or months.

0066 [ ][ ] Year(s)

o ☐ None

7a. Have you ever worked as an elementary or secondary teacher in a PRIVATE SCHOOL?

0067 1 ☐ Yes

2 ☐ No → *GO to item 8a on page 11.*

b. How many years did you teach FULL-TIME in private schools?

Record whole years, not fractions or months.

0068 [ ][ ] Year(s)

o ☐ None

c. How many years did you teach PART-TIME in private schools?

Record whole years, not fractions or months.

0069 [ ][ ] Year(s)

o ☐ None

TABLE 1. MAJOR AND MINOR FIELD OF STUDY CODES
For questions 8, 10, and 11

EDUCATION FIELDS

General Education

01 Early childhood education or pre-elementary education
02 Prekindergarten
03 Kindergarten
04 Elementary education
05 Secondary education

Education - Subject Areas

06 Agricultural education
07 Art education
08 Bilingual education
09 Business education
10 Cross-cultural education
11 English as a Second Language education
12 English/language arts education
13 Family and consumer science education
14 Foreign languages education
15 Health education
16 Indian education (Native American)
17 Mathematics education
18 Music education
19 Physical education
20 Reading education
21 Religious education
22 Science education
23 Social studies/social science education
24 Trades and industry/industrial arts education

Special Education

25 Special education, general
26 Autism
27 Deaf and hard-of-hearing
28 Developmentally delayed
29 Early childhood special education
30 Emotionally disturbed or behavior disorders
31 Learning disabilities
32 Mentally retarded
33 Mildly or moderately disabled
34 Orthopedically impaired
35 Severely or profoundly disabled
36 Speech or language impaired
37 Traumatically brain injured
38 Visually impaired
39 Other special education

Other Education

40 Counseling and guidance
41 Curriculum and instruction
42 Educational administration
43 Educational psychology
44 Other education

GENERAL FIELDS

Arts

45 Art, fine and applied
46 Drama or theater
47 Music
48 Other visual/performing arts

English

49 English literature or composition
50 Communications or journalism

Foreign Languages

51 French
52 German
53 Latin
54 Russian
55 Spanish
56 Other languages

Mathematics

57 Mathematics
58 Statistics

Natural Sciences

59 Biology/Life science
60 Chemistry
61 Geology/Earth science
62 Physics
63 Other natural sciences

Other Areas

64 Agriculture and natural resources
65 American Indian/Native American studies
66 Architecture, environmental design
67 Business and management
68 Computer science
69 Engineering
70 Family and consumer science (home economics)
71 General studies
72 Health professions and occupations
73 Humanities
74 Law
75 Library and information science
76 Military science
77 Multi- or interdisciplinary studies
78 Philosophy
79 Public administration or service
80 Religion or theology
81 Other area or ethnic studies

Social Sciences

82 Economics
83 History
84 Political science and government
85 Psychology
86 Sociology
87 Other social sciences

88 **All Other Areas**

II CERTIFICATION AND TRAINING INFORMATION: Items 8-26

This section asks for information on your certification, academic degrees, preparation programs and other formal training.

8a. Do you have a bachelor's degree?

0070 1 ☐ Yes
2 ☐ No → *GO to item 11a on page 13.*

b. In what year did you receive your bachelor's degree?

0071 ☐☐☐☐ Year

c. What was your major field of study?

Record the field of study code and the field name from Table 1 on page 10.

0072 Code ☐☐ 5072 Major field _____

d. Did you have a second major field of study?

0073 1 ☐ Yes
2 ☐ No → *GO to item 8f below.*

e. What was your second major field of study?

Record the field of study code and the field name from Table 1 on page 10.

0074 Code ☐☐ 5074 Second major field _____

f. Did you have a minor field of study?

0075 1 ☐ Yes
2 ☐ No → *GO to item 9a below.*

g. What was your minor field of study?

Record the field of study code and the field name from Table 1 on page 10.

0076 Code ☐☐ 5076 Minor field _____

9a. What is the name of the college or university where you earned your bachelor's degree?

5077 Name of college or university _____

0077 ☐☐☐☐☐☐ **Office use only**

b. In what city and state is it located?

5078 City _____ State _____

0079 0 ☐ Located outside United States

0078 ☐☐ **Office use only**

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10a. Do you have a master's degree?

0080 1 ☐ Yes
2 ☐ No → *GO to item 11a on page 13.*

b. What was your major field of study?

Record the field of study code and the field name from Table 1 on page 10.

0081 Code ☐☐ Major field 5081 _____

c. In what year did you receive your master's degree?

0082 ☐☐☐☐ Year

YOUR COMMENTS

11a. Have you earned any other degrees?

0083 1 ☐ Yes
2 ☐ No → GO to item 12 on page 15.

b. What other degree(s) have you earned? *Mark (X) all that apply below.*	**c. What was your major field of study for each degree?** *Record the field of study code and the field name from Table 1 on page 10.*	**d. In what year did you receive each degree?**
0084 1 ☐ Associate degree	0085 Code ☐☐ 5085 Major field _____	0086 ☐☐☐☐ Year
0087 1 ☐ SECOND bachelor's degree	0088 Code ☐☐ 5088 Major field _____	0089 ☐☐☐☐ Year
0090 1 ☐ SECOND master's degree	0091 Code ☐☐ 5091 Major field _____	0092 ☐☐☐☐ Year
0093 1 ☐ Educational specialist or professional diploma (at least one year beyond master's level)	0094 Code ☐☐ 5094 Major field _____	0095 ☐☐☐☐ Year
0096 1 ☐ Certificate of Advanced Graduate Studies	0097 Code ☐☐ 5097 Major field _____	0098 ☐☐☐☐ Year
0099 1 ☐ Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)	0100 Code ☐☐ 5100 Major field _____	0101 ☐☐☐☐ Year

TABLE 2. TEACHING ASSIGNMENT FIELD CODES
For questions 12, 15b, 17b, and 18

General

01 Prekindergarten
02 Kindergarten
03 Elementary

Special Areas

04 American Indian/Native American studies
05 Architecture or environmental design
06 Art
07 Basic skills or remedial education
08 Bilingual education
09 Computer science
10 Dance
11 Drama/Theater
12 English as a Second Language
13 Family and consumer science (home economics)
14 Gifted
15 Health education
16 Mathematics
17 Military science
18 Music
19 Philosophy
20 Physical education
21 Religion
22 Social studies or social science (including history)

English or Language Arts

23 English or language arts
24 Journalism
25 Reading

Foreign Languages

26 French
27 German
28 Latin
29 Russian
30 Spanish
31 Other foreign languages

Science

32 Biology or life science
33 Chemistry
34 Earth/space science/geology
35 General science
36 Physical science
37 Physics
38 Other natural sciences

Vocational-Technical Education

39 Accounting
40 Agricultural or natural resources
41 Business/office
42 Career education
43 Communications technologies
44 Cosmetology
45 Food services
46 Health occupations
47 Trades and industry (e.g., CADD, electronics repair, mechanics, precision production)
48 Other vocational/technical education

Special Education

49 Special education, general
50 Autism
51 Deaf and hard-of-hearing
52 Developmentally delayed
53 Early childhood special education
54 Emotionally disturbed or behavior disorders
55 Learning disabilities
56 Mentally retarded
57 Mildly/moderately disabled
58 Orthopedically impaired
59 Severely/profoundly disabled
60 Speech/language impaired
61 Traumatically brain-injured
62 Visually impaired
63 Other special education

64 **All Others**

12. THIS school year, what is your MAIN teaching assignment field at this school, that is, the field in which you teach the most classes?

- *Record the assignment field code and the assignment field name from Table 2 on page 14.*
- *If you teach two fields EQUALLY, report one field here and the other in item 15 on page 16.*

0102 ☐☐ Code

5102 _____ Main assignment field

13a. Do you have a teaching certificate in this state in your MAIN teaching assignment field?

0103
1 ☐ Yes
2 ☐ No → *GO TO item 14a on page 16.*

b. What type of certificate do you hold in this field?

- *Mark (X) only one box.*

0104
1 ☐ Regular or standard state certificate or advanced professional certificate
2 ☐ Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
3 ☐ Provisional or other type given to persons who are still participating in what the state calls an "alternative certification program"
4 ☐ Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)
5 ☐ Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

c. Did you mark box 1 in item *13b* above?

0105
1 ☐ Yes → *Continue with item 13d on next page.*
2 ☐ No → *GO TO item 14a on next page.*

13d. How did you earn your regular or standard state certificate or advanced professional certificate in your MAIN teaching assignment field?

Mark (X) only one box.

0106

1 ☐ As part of a bachelor's degree program
2 ☐ As part of a "5th year" program
3 ☐ As part of a master's degree program
4 ☐ After I began teaching, as part of an alternative program
5 ☐ Before I began teaching, as part of an alternative program
6 ☐ Through continuing professional development
7 ☐ Other – *Please specify*

GO to ITEM 15a.

5106 _____

14a. Are you currently in a program to obtain state certification in your MAIN teaching assignment field?

0107

1 ☐ Yes
2 ☐ No → *GO to item 15a below.*

b. Which of the following best describes this program?

Mark (X) only one box.

0108

1 ☐ University or college program
2 ☐ Program offered by your school or school district
3 ☐ Other – *Please specify*

5108 _____

15a. This school year, are you assigned to teach classes in OTHER fields at this school, in addition to your MAIN teaching assignment field?

0109

1 ☐ Yes
2 ☐ No → *GO to item 17a on page 17.*

b. In what OTHER teaching assignment field do you teach the most classes?

Please record the assignment field code and the assignment field name from Table 2 on page 14.

0110 ☐☐ Code Assignment field 5110 _____

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16a. Do you have a teaching certificate in this state in your OTHER teaching assignment field at this school?

0111
1 ☐ Yes
2 ☐ No → *GO to item 17a below.*

b. What type of teaching certificate do you hold in this field?

Mark (X) only one.

0112
1 ☐ Regular or standard state certificate or advanced professional certificate

2 ☐ Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)

3 ☐ Provisional or other type given to persons who are still participating in what the state calls an "alternative certification program"

4 ☐ Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)

5 ☐ Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

17a. Do you currently hold ANY ADDITIONAL regular or standard state certificate or advanced professional teaching certificate in this state or any other state?

0113
1 ☐ Yes
2 ☐ No → *GO to item 18 below.*

b. In what teaching assignment fields are these certificates?

Please record the code(s), as appropriate, from Table 2 on page 14.

0114 Code ☐☐ 0115 Code ☐☐ 0116 Code ☐☐

0117 Code ☐☐ 0118 Code ☐☐ 0119 Code ☐☐

18. What was your main teaching assignment field LAST school year?

0120
1 ☐ Same as this year
2 ☐ Different from this year

Please record the assignment field code and the assignment field name from Table 2 on page 14.

0121 Code ☐☐ Assignment field 5121 _____

0120
3 ☐ I did not teach last school year

19a. In what year did you begin your first teaching position, either full-time or part-time, at the elementary or secondary level?

Do not count practice teaching.

0122 | 1 | 9 | | | Year

b. Was your first year of teaching, reported in item 19a above, BEFORE the 1995-1996 school year?

0123
1 ☐ Yes → *GO to Section III on page 21.*
2 ☐ No

c. Did your preparation for teaching include -

(1) Coursework in how to select and adapt instructional materials?

0124
1 ☐ Yes
2 ☐ No

(2) Coursework in learning theory or psychology appropriate to the age of students you teach?

0125
1 ☐ Yes
2 ☐ No

(3) Your observation of other classroom teaching?

0126
1 ☐ Yes
2 ☐ No

(4) Feedback on your teaching?

0127
1 ☐ Yes
2 ☐ No

20. How long did your practice teaching last?

Mark (X) only one box.

0128
1 ☐ I had no practice teaching
2 ☐ 4 weeks or less
3 ☐ 5-9 weeks
4 ☐ 10 weeks or more

YOUR COMMENTS

21. In your first year of teaching, how well prepared were you to -

		Not at all prepared	Somewhat prepared	Well prepared	Very well prepared
a. Handle a range of classroom management or discipline situations?	0129	1 ☐	2 ☐	3 ☐	4 ☐
b. Use a variety of instructional methods?	0130	1 ☐	2 ☐	3 ☐	4 ☐
c. Teach your subject matter?	0131	1 ☐	2 ☐	3 ☐	4 ☐
d. Use computers in classroom instruction?	0132	1 ☐	2 ☐	3 ☐	4 ☐
e. Plan lessons effectively?	0133	1 ☐	2 ☐	3 ☐	4 ☐
f. Assess students?	0134	1 ☐	2 ☐	3 ☐	4 ☐
g. Select and adapt curriculum and instructional materials?	0135	1 ☐	2 ☐	3 ☐	4 ☐

22. In your first year of teaching, did you participate in a teacher induction program?

If you are in your first year of teaching, please answer for THIS school year.

0136 1 ☐ Yes
2 ☐ No

23. Did you receive the following kinds of support during your first year of teaching?

If you are in your first year of teaching, please answer for THIS school year.

a. Reduced teaching schedule

0137 1 ☐ Yes
2 ☐ No

b. Reduced number of preparations

0138 1 ☐ Yes
2 ☐ No

c. Common planning time with teachers in your subject

0139 1 ☐ Yes
2 ☐ No

d. Seminars or classes for beginning teachers

0140 1 ☐ Yes
2 ☐ No

e. Extra classroom assistance (e.g., teacher aides)

0141 1 ☐ Yes
2 ☐ No

f. Regular supportive communication with your principal, other administrators, or department chair

0142 1 ☐ Yes
2 ☐ No

24. Were the following duties part of your first-year teaching assignment?

If you are in your first year of teaching, please answer for THIS school year.

a. Extracurricular assignments

0143 1 ☐ Yes
2 ☐ No

b. Travel to more than one school to teach

0144 1 ☐ Yes
2 ☐ No

c. Administrative duties (including lunchroom, hall, and recess duties)

0145 1 ☐ Yes
2 ☐ No

d. Classes with discipline problems

0146 1 ☐ Yes
2 ☐ No

25a. In your first year of teaching, did you work closely with a master or mentor teacher?

If you are in your first year of teaching, please answer for THIS school year.

0147 1 ☐ Yes
2 ☐ No → *GO to Section III on page 21.*

b. Was this teacher's subject area the same as yours?

0148 1 ☐ Yes
2 ☐ No

26. In your first year of teaching, to what extent did your master or mentor teacher help you?

If you are in your first year of teaching, please answer for THIS school year.

Not at all ←→ To a great extent

0149 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

YOUR COMMENTS

III PROFESSIONAL DEVELOPMENT: Items 27-32

This section asks about various professional development activities and their impact.

27. In the past 12 months, have you participated in the following activities RELATED TO TEACHING?

a. University course(s) taken for recertification or advanced certification in your MAIN teaching assignment field or other teaching field, as reported in item 12 on page 15 and item 15b on page 16

Exclude courses taken for your initial certification in your main teaching assignment field or other teaching field(s).

0150 1 ☐ Yes
2 ☐ No

b. University course(s) in your MAIN teaching assignment field

Exclude courses taken for recertification or advanced certification.

0151 1 ☐ Yes
2 ☐ No

c. Observational visits to other schools

0152 1 ☐ Yes
2 ☐ No

d. Individual or collaborative research on a topic of interest to you professionally

0153 1 ☐ Yes
2 ☐ No

e. Regularly-scheduled collaboration with other teachers on issues of instruction

Exclude administrative meetings.

0154 1 ☐ Yes
2 ☐ No

f. Mentoring and/or peer observation and coaching, as part of a formal arrangement that is recognized or supported by the school or district

0155 1 ☐ Yes
2 ☐ No

g. Participating in a network of teachers (e.g., one organized by an outside agency or over the Internet)

0156 1 ☐ Yes
2 ☐ No

h. Attending workshops, conferences or training

0157 1 ☐ Yes
2 ☐ No

i. Workshops, conferences or training in which you were the presenter

0158 1 ☐ Yes
2 ☐ No

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28a. In the past 12 months, have you participated in any professional development activities that focused on in-depth study of the content in your MAIN teaching assignment field?

NOTE: Your main teaching assignment is the field in which you teach the most classes, as reported in item 12 on page 15.

0159
1 ☐ Yes
2 ☐ No → *GO to item 28b below.*

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0160
1 ☐ 8 hours or less
2 ☐ 9-16 hours
3 ☐ 17-32 hours
4 ☐ 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ←——→ Very useful

0161
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

28b. In the past 12 months, have you participated in any professional development activities that focused on content and performance standards in your MAIN teaching assignment field?

0162
1 ☐ Yes
2 ☐ No → *GO to item 28c on page 23.*

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0163
1 ☐ 8 hours or less
2 ☐ 9-16 hours
3 ☐ 17-32 hours
4 ☐ 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ←——→ Very useful

0164
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

28c. In the past 12 months, have you participated in any professional development activities that focused on methods of teaching?

0165
1 ☐ Yes
2 ☐ No → *GO to item 28d below.*

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0166
1 ☐ 8 hours or less
2 ☐ 9-16 hours
3 ☐ 17-32 hours
4 ☐ 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ←——→ Very useful

0167
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

28d. In the past 12 months, have you participated in any professional development activities that focused on uses of computers for instruction?

0168
1 ☐ Yes
2 ☐ No → *GO to item 28e on page 24.*

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0169
1 ☐ 8 hours or less
2 ☐ 9-16 hours
3 ☐ 17-32 hours
4 ☐ 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ←——→ Very useful

0170
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

28e. In the past 12 months, have you participated in any professional development activities that focused on student assessment, such as methods of testing, evaluation, performance assessment, etc?

0171
1 ☐ Yes
2 ☐ No → *GO to item 28f below.*

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0172
1 ☐ 8 hours or less
2 ☐ 9-16 hours
3 ☐ 17-32 hours
4 ☐ 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ←——→ Very useful

0173
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

28f. In the past 12 months, have you participated in any professional development activities that focused on student discipline and management in the classroom?

0174
1 ☐ Yes
2 ☐ No → *GO to item 28g below.*

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0175
1 ☐ 8 hours or less
2 ☐ 9-16 hours
3 ☐ 17-32 hours
4 ☐ 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ←——→ Very useful

0176
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

28g. In the past 12 months, have you participated in any professional development activities that focused on other topics not included in 28a-28f above?

0177
1 ☐ Yes → *Please specify the topic.*

5177 _____

2 ☐ No

29. **Thinking about ALL of the professional development you have participated in over the past 12 months, how useful was it?**

Not useful at all ←——————→ Very useful

0178 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

30. **For the professional development in which you participated in the last 12 months, did you receive the following types of support?**

a. **Release time from teaching (i.e., your regular teaching responsibilities were temporarily assigned to someone else)**

0179 1 ☐ Yes

2 ☐ No

b. **Scheduled time in the contract year for professional development**

0180 1 ☐ Yes

2 ☐ No

c. **Stipend for professional development activities that took place outside regular work hours**

0181 1 ☐ Yes

2 ☐ No

d. **Full or partial reimbursement of college tuition**

0182 1 ☐ Yes

2 ☐ No

e. **Reimbursement for conference or workshop fees**

0183 1 ☐ Yes

2 ☐ No

f. **Reimbursement for travel and/or daily expenses**

0184 1 ☐ Yes

2 ☐ No

YOUR COMMENTS

31. **As a result of completing these professional development activities, did you receive the following rewards?**

a. **Credits towards re-certification or advanced certification in your main teaching assignment field or other teaching field(s)**

0185 1 ☐ Yes

2 ☐ No

b. **Increase in salary or other pay increases as a result of participating in professional development activities**

0186 1 ☐ Yes

2 ☐ No

c. **Recognition or higher ratings on an annual teacher evaluation**

0187 1 ☐ Yes

2 ☐ No

32. **From the list of topics below, select the three that are your top priorities for YOUR OWN additional professional development.**

1 -Student discipline and behavior problems
2 -Teaching students with special needs (e.g., limited-English proficient, special education)
3 -Use of technology in instruction
4 -My main subject field
5 -Content and performance standards in my subject area
6 -Methods of teaching
7 -Student assessment

● *Enter the appropriate code (1-7) for each priority.*

0188 ☐ First priority

0189 ☐ Second priority

0190 ☐ Third priority

YOUR COMMENTS

IV CLASS ORGANIZATION: Items 33-38

This section asks about your meetings with other teachers and the organization of classes in your school.

33. In which grades are the students in the classes you currently teach at THIS school?

- *If you teach at more than one school, report only for the classes you teach at THIS SCHOOL.*
- *Mark (X) all that apply.*

0191	1 ☐	Ungraded	0195	1 ☐	2nd	0199	1 ☐	6th	0203	1 ☐	10th
0192	1 ☐	Prekindergarten	0196	1 ☐	3rd	0200	1 ☐	7th	0204	1 ☐	11th
0193	1 ☐	Kindergarten	0197	1 ☐	4th	0201	1 ☐	8th	0205	1 ☐	12th
0194	1 ☐	1st	0198	1 ☐	5th	0202	1 ☐	9th			

34a. Which category best describes the way YOUR classes at this school are organized?

- *Mark (X) only one box.*

0206

1 ☐ **Departmentalized Instruction** - You teach subject matter courses (e.g., biology, history, keyboarding) to several classes of different students all or most of the day.

2 ☐ **Elementary Enrichment Class** - You teach **only one** subject (e.g., art, music, physical education, computer skills) in an **elementary** school.

3 ☐ **Self-Contained Class** - You teach multiple subjects to the same class of students all or most of the day.

4 ☐ **Team Teaching** - You collaborate with one or more teachers in teaching multiple subjects to the same class of students.

5 ☐ **"Pull-Out" Class** - You provide instruction (e.g., special education, reading) to certain students who are released from their regular classes.

b. Which box did you mark in item 34a above?

0207

1 ☐ Box 1 or 2 → *GO to item 37 on page 29.*

2 ☐ Box 3, 4, or 5 → *Continue with item 35 below.*

35. At THIS school, what is the total number of students enrolled in the class you taught during your most recent FULL WEEK of teaching?

- *If you teach two or more classes per day, please enter the average number of students in a class or section*

0208 ☐☐ Students

YOUR COMMENTS

36. During your most recent FULL WEEK of teaching, approximately how many hours did you spend teaching each of these subjects at THIS school?

- *If you taught two or more subjects at the same time, apportion the time to each subject as best you can. Report hours to the nearest whole hour; do not record fractions or minutes. If you did not teach a particular subject during the week, mark (X) the "None" box.*

a. English/Reading /Language arts

0209 ☐☐ Hours per week

o ☐ None

b. Arithmetic/Mathematics

0210 ☐☐ Hours per week

o ☐ None

c. Social studies/History

0211 ☐☐ Hours per week

o ☐ None

d. Science

0212 ☐☐ Hours per week

o ☐ None

GO to Section V on page 33.

YOUR COMMENTS

37. **During your MOST RECENT FULL WEEK of teaching, how many separate classes (or sections) did you teach AT THIS SCHOOL?**

- *Do not include:*
  - Homeroom periods
  - Study halls
  - Classes (or sections) taught at any other school

- *If you teach two or more classes (or sections) of the same subject (e.g., algebra I) to different groups of students at this school, count them as separate classes (or sections).*

EXAMPLE:

(1) If you teach chemistry to two classes (or sections) of students and physics to two classes (or sections) of students, you would report 4 classes (or sections).

(2) If you teach English III to four classes (or sections) of students and journalism to one class (or section), you would report 5 classes (or sections).

(3) If you teach drama to one class (or section) of students at THIS school and English IV to two classes (or sections) of students at ANOTHER school, you would report 1 class (or section).

0213 [ ][ ] Number of classes (or sections)

YOUR COMMENTS

TABLE 3. SUBJECT MATTER CODES FOR QUESTION 38

Vocational Education

01 Accounting
02 Agriculture or natural resources
03 Business/office
04 Career education
05 Child care
06 Communications technologies
07 Cosmetology
08 Food services
09 Health occupations
10 Keyboarding
11 Trades and industry (e.g., CADD, electronics repair, mechanics, precision production)
12 Vocational family and consumer science
13 Other vocational-technical education

English or Language Arts

14 Literature
15 Composition/journalism/creative writing
16 English as a Second Language
17 Reading
18 Other English/language arts courses

Foreign Languages

19 French
20 German
21 Latin
22 Russian
23 Spanish
24 Other foreign languages

Mathematics

25 Algebra, elementary
26 Algebra, intermediate
27 Algebra, advanced
28 Analytic geometry
29 Basic and general mathematics
30 Business and applied math
31 Calculus
32 Geometry
33 Integrated math
34 Pre-algebra
35 Pre-calculus
36 Statistics and probability
37 Trigonometry
38 Other math

Computer Science

39 Computer awareness/applications
40 Computer programming
41 Other computer science

Natural Science

42 Biology or life science
43 Chemistry
44 Integrated science
45 Geology/earth science/space science
46 Physics
47 Other physical science
48 Other natural science

Social Science

49 Social studies
50 Civics
51 Economics
52 Geography
53 History
54 Political science/government
55 Psychology
56 Sociology/social organization
57 World civilization
58 Other social science

Visual and Performing Arts

59 Arts and crafts
60 Filmmaking and photography
61 Chorus
62 Band
63 Drama/theater/dance
64 Music
65 Other visual/performing arts

Other Areas

66 Driver education
67 Health education
68 Nonvocational family and consumer science (home economics)
69 Philosophy
70 Physical education
71 Religion
72 Other courses not elsewhere classified

38. For each class (or section) that you taught during your MOST RECENT FULL WEEK of teaching at this school -

- *Please complete a line of the table below for each class (or section) that you taught. The number of lines filled should equal the number of classes (or sections) reported in item 37.*

a. What subject did you teach?

- *Record the appropriate subject matter code and the name of the subject from Table 3 on page 30.*

b. How many students were enrolled in the class (or section)?

	Code	Subject	Students
Example:	25	Algebra, elementary	33
(1)	0214	5214	0215
(2)	0216	5216	0217
(3)	0218	5218	0219
(4)	0220	5220	0221
(5)	0222	5222	0223
(6)	0224	5224	0225
(7)	0226	5226	0227
(8)	0228	5228	0229
(9)	0230	5230	0231
(10)	0232	5232	0233

38. Continued –

For each class (or section) that you taught during your MOST RECENT FULL WEEK of teaching at this school -

a. What subject did you teach? *Record the appropriate subject matter code and the name of the subject from Table 3 on page 30.*	**b. How many students were enrolled in the class (or section)?**
0234 (11) Code ___ Subject 5234 _____	Students 0235 ___
0236 (12) Code ___ Subject 5236 _____	Students 0237 ___
0238 (13) Code ___ Subject 5238 _____	Students 0239 ___
0240 (14) Code ___ Subject 5240 _____	Students 0241 ___
0242 (15) Code ___ Subject 5242 _____	Students 0243 ___

YOUR COMMENTS

V RESOURCES AND ASSESSMENT OF STUDENTS: Items 39-50

This set of questions asks about different types of students, the resources provided for teaching them, and your use of student assessment scores.

39a. Of all the students you teach at this school, how many have disabilities or are special education students, that is, how many have an Individual Education Plan (IEP)?

0244 ☐☐☐ Students with an IEP

0 ☐ None → *GO TO item 41 below.*

b. Do you or these students receive the following types of support in your classroom?

(1) Special aide or personal assistant

0245 1 ☐ Yes
2 ☐ No

(2) Consulting/itinerant teacher

0246 1 ☐ Yes
2 ☐ No

(3) Accommodations such as more time on tests or behavioral management plan

0247 1 ☐ Yes
2 ☐ No

40. In the last 3 years, have you had 8 hours or more of training or professional development on how to teach special education students?

0248 1 ☐ Yes
2 ☐ No

41. Of all the students you teach at this school, how many are of limited-English proficiency?

(Students of limited-English proficiency are those whose native or dominant language is other than English, and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

0249 ☐☐☐ Students

0 ☐ None → *GO TO item 43 on page 34.*

42. In the last 3 years, have you had 8 hours or more of training or professional development on how to teach limited-English proficient students?

0250 1 ☐ Yes
2 ☐ No

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43. **Are you a Title I teacher, that is, are you paid in full or in part by federal funds under the Elementary and Secondary Education Act?**

0251 1 ☐ Yes
2 ☐ No

44. **Using the scale 1-5 where 1 is "Not at all" and 5 is "To a great extent," to what extent do you use state or district standards to guide your instructional practice in your main teaching assignment field?**

Not at all ←→ To a great extent

0252 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

45. **Do you use different groupings of students in your classroom to teach students who learn at different rates?**

0253 1 ☐ Yes
2 ☐ No

46. **Are students assigned to your classes on the basis of achievement or ability level?**

0254 1 ☐ Yes
2 ☐ No

47a. **Do you receive your students' scores on state or local achievement tests?**

0255 1 ☐ Yes
2 ☐ No → *GO TO item 48 below.*

b. **Using the scale 1-5, where 1 is "Not at all" and 5 is "To a great extent," to what extent do you use the information from your students' test scores -**

Mark (X) one box on each line.

		Not at all ←				→ To a great extent
(1) To group students into different instructional groups by achievement or ability?	0256	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(2) To assess areas where you need to strengthen your content knowledge or teaching practice?	0257	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
(3) To adjust your curriculum in areas where your students encountered problems?	0258	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

48. **Do students in any of your classes use computers during class time?**

0259 1 ☐ Yes → *Continue with item 49 on next page.*
2 ☐ No → *GO to Section VI on page 37.*

49. **In your MAIN teaching assignment field** (*reported in item 12 on page 15*)**, do students in your classes use computers during class time?**

0260
1 ☐ Yes
2 ☐ No → *GO to Section VI on page 37.*

50. **In answering items 50a–e below, first designate one of your classes in your MAIN teaching assignment field that uses computers during class time. Items 50a–e refer to this designated class.**

How to designate a class:

- *If you are responsible for a* ***single class*** *or group of students all day, such as an elementary school teacher may be, make this the* ***designated class.***
- *If you are responsible for* ***multiple classes*** *or groups of students, such as a content area or special education teacher may be, make a* ***typical class or group you teach in your main teaching assignment field*** *the designated class.*

a. How many computers are located in the classroom where you teach this designated class?

0261
☐☐ Computers
0 ☐ None → *GO to item 50c below.*

b. How many of the computers located in this classroom currently have access to the Internet?

0262
☐☐ Computers
0 ☐ None

c. During your MOST RECENT TWO FULL WEEKS of teaching, how many times did this designated class meet?

0263
☐☐ Times

d. Did this designated class use computers within the MOST RECENT TWO FULL WEEKS?

0264
1 ☐ Yes → *Continue with item 50e on next page.*
2 ☐ No → *GO to Section VI on page 37.*

YOUR COMMENTS

50e. **During your MOST RECENT TWO FULL WEEKS of teaching this designated class, in how many of the class meeting times did students use computers to -**

(1) Learn about course subject matter?

0265 [ ][ ] Times

o ☐ None

(2) Practice and master skills?

0266 [ ][ ] Times

o ☐ None

(3) Solve problems?

0267 [ ][ ] Times

o ☐ None

(4) Work collaboratively with other students in the same classroom?

0268 [ ][ ] Times

o ☐ None

(5) Produce multimedia or video reports/projects?

0269 [ ][ ] Times

o ☐ None

(6) Do word processing?

0270 [ ][ ] Times

o ☐ None

(7) Correspond with experts, authors, or students from other schools via e-mail or the Internet?

0271 [ ][ ] Times

o ☐ None

(8) Other - *Please specify.* →

5272 _____

0272 [ ][ ] Times

o ☐ None

VI WORKING CONDITIONS: Items 51-56

This section asks about the hours you spend at your teaching assignment at THIS school, and about safety at THIS school.

51. How many hours were you required to be at THIS school during your MOST RECENT FULL WEEK of teaching?

Report in whole hours, not fractions or minutes.

0273 [ ][ ] Hours

52. In your MOST RECENT FULL WEEK of teaching, how much scheduled school time did you have for planning?

Please report the hours and minutes, e.g., 1 hour and 15 minutes, 2 hours and 0 minutes, 0 hours and 45 minutes, etc.

0274 [ ][ ] Hours

AND

0275 [ ][ ] Minutes

53. During your MOST RECENT FULL WEEK of teaching, how many hours did you spend AFTER school, BEFORE school, and ON THE WEEKEND on each of the following types of activities?

Report in whole hours, not fractions or minutes.

a. School-related activities involving student interaction, such as coaching, field trips, tutoring, transporting students

0276 [ ][ ] Hours in the most recent full week

b. Other school-related activities, such as preparation, grading papers, parent conferences, attending meetings

0277 [ ][ ] Hours in the most recent full week

54. During your MOST RECENT FULL WEEK of teaching at THIS school -

a. How many students in the class(es) you teach were tardy?

0278 [ ][ ] Students

o ☐ None

b. How many times did you have to interrupt your class(es) to deal with student misbehavior or disruption?

0279 [ ][ ] Times

o ☐ None

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55a. **Has a student FROM THIS SCHOOL ever threatened to injure you?**

0280
1 ☐ Yes
2 ☐ No → *GO to item 56a below.*

b. **Has a student threatened to injure you IN THE PAST 12 MONTHS?**

0281
1 ☐ Yes
2 ☐ No → *GO to item 56a below.*

c. **In the past 12 months, how many times has a student threatened to injure you?**

0282 ☐☐ Times

56a. **Has a student FROM THIS SCHOOL ever physically attacked you?**

0283
1 ☐ Yes
2 ☐ No → *GO to Section VII on page 37.*

b. **Has a student physically attacked you IN THE PAST 12 MONTHS?**

0284
1 ☐ Yes
2 ☐ No → *GO to Section VII on page 37.*

c. **In the past 12 months, how many times has a student physically attacked you?**

0285 ☐☐ Times

YOUR COMMENTS

VII

DECISION MAKING: Items 57-61
This section asks about your influence on staffing, budgeting and instructional policies, and your perception of various issues about teaching.

57. Using the scale of 1-5, where 1 means "No influence" and 5 means "A great deal of influence," how much actual influence do you think teachers have over school policy AT THIS SCHOOL in each of the following areas?

		No influence ←				→ A great deal of influence
a. Setting performance standards for students of this school	0286	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Establishing curriculum	0287	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Determining the content of in-service professional development programs	0288	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Evaluating teachers	0289	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Hiring new full- time teachers	0290	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Setting discipline policy	0291	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Deciding how the school budget will be spent	0292	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

58. Using the scale of 1-5, where 1 means "No control" and 5 means "Complete control," how much control do you think you have IN YOUR CLASSROOM at this school over each of the following areas of your planning and teaching?

		No control ←				→ Complete control
a. Selecting textbooks and other instructional materials	0293	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Selecting content, topics, and skills to be taught	0294	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Selecting teaching techniques	0295	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Evaluating and grading students	0296	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Disciplining students	0297	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Determining the amount of homework to be assigned	0298	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

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59. **Do you agree or disagree with each of the following statements?**

Mark (X) one box on each line.

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
a. The principal lets staff members know what is expected of them.	0299	1 ☐	2 ☐	3 ☐	4 ☐
b. The school administration's behavior toward the staff is supportive and encouraging.	0300	1 ☐	2 ☐	3 ☐	4 ☐
c. I am satisfied with my teaching salary.	0301	1 ☐	2 ☐	3 ☐	4 ☐
d. The level of student misbehavior in this school (such as noise, horseplay or fighting in the halls, cafeteria or student lounge) interferes with my teaching.	0302	1 ☐	2 ☐	3 ☐	4 ☐
e. I receive a great deal of support from parents for the work I do.	0303	1 ☐	2 ☐	3 ☐	4 ☐
f. Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff.	0304	1 ☐	2 ☐	3 ☐	4 ☐
g. Routine duties and paperwork interfere with my job of teaching.	0305	1 ☐	2 ☐	3 ☐	4 ☐
h. My principal enforces school rules for student conduct and backs me up when I need it.	0306	1 ☐	2 ☐	3 ☐	4 ☐
i. The principal talks with me frequently about my instructional practices.	0307	1 ☐	2 ☐	3 ☐	4 ☐
j. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	0308	1 ☐	2 ☐	3 ☐	4 ☐
k. Most of my colleagues share my beliefs and values about what the central mission of the school should be.	0309	1 ☐	2 ☐	3 ☐	4 ☐

59. Continued –

Do you agree or disagree with each of the following statements?

Mark (X) one box on each line.

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
l. The principal knows what kind of school he/she wants and has communicated it to the staff.	0310	1 ☐	2 ☐	3 ☐	4 ☐
m. There is a great deal of cooperative effort among the staff members.	0311	1 ☐	2 ☐	3 ☐	4 ☐
n. In this school, staff members are recognized for a job well done.	0312	1 ☐	2 ☐	3 ☐	4 ☐
o. I worry about the security of my job because of the performance of my students on state or local tests.	0313	1 ☐	2 ☐	3 ☐	4 ☐
p. I am given the support I need to teach students with special needs.	0314	1 ☐	2 ☐	3 ☐	4 ☐
q. I am satisfied with my class size(s).	0315	1 ☐	2 ☐	3 ☐	4 ☐
r. I make a conscious effort to coordinate the content of my courses with that of other teachers.	0316	1 ☐	2 ☐	3 ☐	4 ☐
s. The amount of student tardiness and class cutting in this school interferes with my teaching.	0317	1 ☐	2 ☐	3 ☐	4 ☐
t. I sometimes feel it is a waste of time to try to do my best as a teacher.	0318	1 ☐	2 ☐	3 ☐	4 ☐
u. I plan with the library media specialist/librarian for the integration of library media services into my teaching.	0319	1 ☐	2 ☐	3 ☐	4 ☐
v. I am generally satisfied with being a teacher at this school.	0320	1 ☐	2 ☐	3 ☐	4 ☐

60. **To what extent is each of the following a problem in this school? Indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in this school.**

		Serious problem	Moderate problem	Minor problem	Not a problem
a. Student tardiness	0321	1 ☐	2 ☐	3 ☐	4 ☐
b. Student absenteeism	0322	1 ☐	2 ☐	3 ☐	4 ☐
c. Teacher absenteeism	0323	1 ☐	2 ☐	3 ☐	4 ☐
d. Students cutting class	0324	1 ☐	2 ☐	3 ☐	4 ☐
e. Physical conflicts among students	0325	1 ☐	2 ☐	3 ☐	4 ☐
f. Robbery or theft	0326	1 ☐	2 ☐	3 ☐	4 ☐
g. Vandalism of school property	0327	1 ☐	2 ☐	3 ☐	4 ☐
h. Student pregnancy	0328	1 ☐	2 ☐	3 ☐	4 ☐
i. Student use of alcohol	0329	1 ☐	2 ☐	3 ☐	4 ☐
j. Student drug abuse	0330	1 ☐	2 ☐	3 ☐	4 ☐
k. Student possession of weapons	0331	1 ☐	2 ☐	3 ☐	4 ☐
l. Student disrespect for teachers	0332	1 ☐	2 ☐	3 ☐	4 ☐
m. Students dropping out	0333	1 ☐	2 ☐	3 ☐	4 ☐
n. Student apathy	0334	1 ☐	2 ☐	3 ☐	4 ☐
o. Lack of parent involvement	0335	1 ☐	2 ☐	3 ☐	4 ☐
p. Poverty	0336	1 ☐	2 ☐	3 ☐	4 ☐
q. Students come to school unprepared to learn	0337	1 ☐	2 ☐	3 ☐	4 ☐
r. Poor student health	0338	1 ☐	2 ☐	3 ☐	4 ☐

61a. If you could go back to your college days and start over again, would you become a teacher or not?

Mark (X) only one box.

0339
1 ☐ Certainly would become a teacher
2 ☐ Probably would become a teacher
3 ☐ Chances about even for and against
4 ☐ Probably would not become a teacher
5 ☐ Certainly would not become a teacher

b. How long do you plan to remain in teaching?

Mark (X) only one box.

0340
1 ☐ As long as I am able
2 ☐ Until I am eligible for retirement
3 ☐ Will probably continue unless something better comes along
4 ☐ Definitely plan to leave teaching as soon as I can
5 ☐ Undecided at this time

YOUR COMMENTS

VIII GENERAL EMPLOYMENT INFORMATION: Items 62-67

This section requests information about your terms of employment and selected demographics.

62. The following questions refer to your before-tax earnings from teaching and other employment.

Record earnings in whole dollars.

a. DURING THE SUMMER OF 1999, did you have any earnings from -

(1) Teaching summer school in this or any other school?

0341 1 ☐ Yes → **How much?** 0342 $ _____ .00
2 ☐ No

(2) Working in a nonteaching job in this or any other school?

0343 1 ☐ Yes → **How much?** 0344 $ _____ .00
2 ☐ No

(3) Working in any NONSCHOOL job?

0345 1 ☐ Yes → **How much?** 0346 $ _____ .00
2 ☐ No

b. DURING THE CURRENT SCHOOL YEAR -

(1) What is your academic year base teaching salary?

0347 $ _____ .00 Per year

(2) Do you, or will you, earn any additional compensation from this school system for extracurricular or additional activities such as coaching, student activity sponsorship, or teaching evening classes?

0348 1 ☐ Yes → **How much?** 0349 $ _____ .00
2 ☐ No

(3) Have you earned income from any OTHER school sources this year, such as a merit pay bonus, state supplement, etc.?

Do not report any earnings already reported.

0350 1 ☐ Yes → **How much?** 0351 $ _____ .00
2 ☐ No

62b. Continued –

DURING THE CURRENT SCHOOL YEAR -

(4) Do you, or will you, earn additional compensation from working in any job OUTSIDE this school system?

0353

0352 1 ☐ Yes → **How much?** $ _____ **.00**

2 ☐ No → *GO to item 63 below.*

(5) Which of these best describes this job OUTSIDE this school system?

Mark (X) only one box.

0354 1 ☐ Teaching or tutoring

2 ☐ Nonteaching, but related to teaching field

3 ☐ Other

63. Are you a member of a teachers' union or an employee association similar to a union?

0355 1 ☐ Yes

2 ☐ No

64. Are you male or female?

0356 1 ☐ Male

2 ☐ Female

65a. What is your race?

Mark (X) only one box.

0357 1 ☐ American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)

2 ☐ Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)

3 ☐ Black

4 ☐ White

GO to item 66 below.

b. Are you enrolled in a state or federally recognized tribe?

0358 1 ☐ Yes

2 ☐ No

66. Are you of Hispanic origin?

0359 1 ☐ Yes

2 ☐ No

67. What is your year of birth?

0360 1 9 _ _ Year

IX CONTACT INFORMATION: Items 68-71

This section concludes the survey.

68. The survey you have completed may involve a brief follow-up at a later time in order to gain information on teachers' movements in the labor force. The following information would assist us in contacting you if you have moved or changed jobs.

Please PRINT your name, your spouse's name (if applicable), your home address, your telephone number, and the most convenient time to reach you.

a. Your name

b. Spouse's full name *(if applicable)*

c. Street address

d. City

e. State

f. ZIP Code +4

–

g. Home telephone

Area Code Number

– –

h. In whose name is the telephone number listed?

Mark (X) only one box.

1 ☐ My name

2 ☐ Other – *Specify name* →

i. Best day(s) to reach you

Enter Mon, Tue, etc., as appropriate.

Days

j. Best time of day to reach you

1 ☐ a.m.

2 ☐ p.m.

69. What are the names and addresses of two other people who would know where to get in touch with you during the coming years? Please do not list more than one person who now lives with you. Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.) in section b.

(1) First Person

a. Name

b. Relationship to you

c. Street address

d. City

e. State

f. ZIP Code +4

–

g. Home telephone
Area Code Number

– –

h. In whose name is the telephone number listed?

Mark (X) only one box.

1 ☐ Name entered in part a

2 ☐ Other – *Specify name* →

69. Continued –

What is the name and address of another person who would know where to get in touch with you during the coming years? Remember to record the relationship of this person to you (for example, parent, friend, sister, cousin, etc.) in section b.

(2) Second Person

a. Name

b. Relationship to you

c. Street address

d. City

e. State

f. ZIP Code +4

–

g. Home telephone
Area Code Number

– –

h. In whose name is the telephone number listed?

● *Mark (X) only one box.*

1 ☐ Name entered in part a

2 ☐ Other – *Specify name* →

70. Please indicate how much time it took you to complete this form, not counting interruptions.

Please record the time in minutes, e.g., 40 minutes, 65 minutes, etc.

0361 [ ][ ][ ] Minutes

71. Please enter the date you completed this questionnaire.

Month Day Year

0362 [ ][ ] [ ][ ] [ ][ ][ ][ ]

Thank you very much for your participation in this survey.

Please return this survey in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

Find out more about the Schools and Staffing Survey (SASS) and information about teachers that was collected in the last survey. See SASS on the World Wide Web at:

http://nces.ed.gov/surveys/sass

Look for the report "America's Teachers: Profile of a Profession, 1993-1994" under Publications (NCES 97-460).

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary and international education are available from the NCES Web site at:

http://nces.ed.gov

For additional data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

http://www.fedstats.gov

OMB No. 1850-0598 Approval Expires 09/30/2001

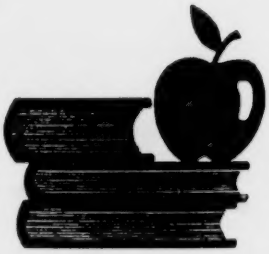
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by:
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

PRIVATE SCHOOL TEACHER QUESTIONNAIRE

SCHOOLS AND STAFFING SURVEY

1999–2000 SCHOOL YEAR



(Please correct any errors in name, address, and ZIP Code.)

THIS SURVEY HAS BEEN ENDORSED BY:

American Montessori Society
American Muslim Council
Association of Christian Schools International
Association of Christian Teachers and Schools
Association of Waldorf Schools of North America
Christian Schools International
Council for American Private Education
Evangelical Lutheran Church of America
Friends Council on Education
Jesuit Secondary Education Association
Lutheran Church-Missouri Synod
Department of School Ministry
Board for Congregational Services
National Association of Independent Schools
National Association of Private Schools for Exceptional Children
The National Catholic Educational Association
National Christian School Association
National Coalition of Girls' Schools
National Independent Private Schools Association
North American Division of Seventh Day Adventists
Oral Roberts University Educational Fellowship
Torah Umesorah – National Society for Hebrew Day Schools
United States Catholic Conference
Wisconsin Evangelical Lutheran Synod

NOTICE

This report is authorized by law (20 U.S. Code 9003). The results will be reported in statistical summaries.

FORM **SASS-4B**
(11-22-99)

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DEAR TEACHER:

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in this survey. The U.S. Census Bureau is conducting this survey by the authority of Section 405(b) of the National Education Statistics Act of 1994, as amended (20 USC 9003).

WHY IS NCES SPONSORING THIS SURVEY?

The purpose of this survey is to obtain information about teachers, such as teaching field, teaching workload, and teaching experience. We will report your data only in statistical summaries so that individuals cannot be identified.

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?

We are conducting this survey with only a sample of teachers. Therefore, the value of your individual contribution is greatly increased because it represents many other teachers. We encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Please return your completed questionnaire in the enclosed envelope. If you do not have the return envelope, please call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
ATTN: CPB
1201 E. 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT.

SINCERELY,

Gary W. Phillips

GARY W. PHILLIPS
ACTING COMMISSIONER OF EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 40 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns about the content of this questionnaire, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

INSTRUCTIONS

a.

b.

The person named on the label –

0050 1 ☐ Has transferred to another school

2 ☐

3 ☐

4 ☐ Has retired

5 ☐ Is deceased

Please STOP now and return this questionnaire to the U.S. Census Bureau. Thank you for your time.

c.

We suggest using a pencil or a ballpoint pen to answer this questionnaire.

If you have any questions, call the Census Bureau at 1–800–221–1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern time).

Please keep count of the time you spend completing this questionnaire. At the end of the survey, you are asked to record the amount of time needed to complete it. Please record the time you begin.

☐☐ : ☐☐ Time started

YOUR COMMENTS

I GENERAL INFORMATION: Items 1-7

This section asks for general information about your teaching and other experiences.

1a. How do you classify your main assignment at THIS school, that is, the activity at which you spend most of your time during this school year?

Mark (X) only one box.

0051

1 ☐ Regular full-time teacher

2 ☐ Regular part-time teacher

3 ☐ Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)

4 ☐ Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute)

5 ☐ Short-term substitute

6 ☐ Student teacher

7 ☐ Teacher aide

8 ☐ Administrator (e.g., principal, assistant principal, director, school head)

9 ☐ Library media specialist or librarian

10 ☐ Other professional staff (e.g., counselor, curriculum coordinator, social worker)

11 ☐ Support staff (e.g., secretary)

b. Which box did you mark in item 1a above?

0052

1 ☐ Box 1 → *GO to item 4a on page 7.*

2 ☐ Box 2, 3 or 4 → *GO to item 2 on page 6.*

3 ☐ Box 5, 6 or 7 → ***Please STOP now and return this questionnaire to the Census Bureau. Thank you for your time.***

4 ☐ Box 8, 9, 10 or 11

c. Do you TEACH any regularly-scheduled class(es) at this school?

If you work as a library media specialist or librarian at this school, do not include classes in which you teach students how to use the library (e.g., library skills or library research).

0053

1 ☐ Yes → *GO to item 2 on page 6.*

2 ☐ No → ***Please STOP now and return this questionnaire to the Census Bureau. Thank you for your time.***

2. How much time do you work as a TEACHER at THIS school?

Mark (X) only one box.

0064
1 ☐ Full time
2 ☐ 3/4 time or more, but less than full time
3 ☐ 1/2 time or more, but less than 3/4 time
4 ☐ 1/4 time or more, but less than 1/2 time
5 ☐ Less than 1/4 time

3. Please continue with item 4a on the next page.

YOUR COMMENTS

4a. What was your MAIN activity LAST school year?

Mark (X) only one box.

0059
- 1 ☐ Teaching in this school
- 3 ☐ Teaching in another private elementary or secondary school IN THIS STATE
- 4 ☐ Teaching in a private elementary or secondary school in ANOTHER STATE
- 5 ☐ Teaching in a PUBLIC elementary or secondary school
- 6 ☐ Student at a college or university
- 7 ☐ Teaching in a preschool
- 8 ☐ Teaching at a college or university
- 9 ☐ Working in a position in the field of education, but not as a teacher
- 10 ☐ Working in an occupation outside the field of education
- 11 ☐ Caring for family members
- 12 ☐ Military service
- 13 ☐ Unemployed and seeking work
- 14 ☐ Retired from another job
- 15 ☐ Other – *Please specify*

5059 _____

b. Did you mark box 10 (Working in an occupation outside the field of education) in item 4a?

0060
- 1 ☐ Yes
- 2 ☐ No → *GO to item 5 on page 8.*

c. What kind of work were you doing?

Please record your job title; for example, electrical engineer, cashier, typist, farmer, loan officer.

5061 _____ Job title

0061 ☐☐☐ **Office use only**

4d. What were your most important activities or duties at that job?

For example, data entry, selling cars, driving delivery truck, caring for livestock.

9081 _____

e. In addition to this main activity, were you also teaching in one or more of grades K-12 last school year?

0082
1 ☐ Yes
2 ☐ No → *GO to item 5 below.*

f. How would you classify that teaching position?

Mark (X) only one box.

0083
1 ☐ Regular full-time teacher
2 ☐ Regular part-time teacher
3 ☐ Substitute teacher
4 ☐ Itinerant teacher
5 ☐ Other – *Please specify*

5083 _____

5. In what year did you begin teaching in THIS school?

If your assignment at this school has included a break in service of one year or more, please report the year that you returned to this school from your most recent break in service.

Do not include time spent as a student teacher.

0084 | 1 | 9 | | | Year

YOUR COMMENTS

6a. How many years have you worked as a FULL-TIME elementary or secondary teacher in PRIVATE schools?

Include the current school year if you are a full-time teacher this year. Record whole years, not fractions or months.

0065 [ ][ ] Year(s)

0 ☐ None

b. How many years have you worked as a PART-TIME elementary or secondary teacher in PRIVATE schools?

Include the current school year if you are a part-time teacher this year. Record whole years, not fractions or months.

0066 [ ][ ] Year(s)

0 ☐ None

7a. Have you ever worked as an elementary or secondary teacher in a PUBLIC SCHOOL?

0067 1 ☐ Yes

2 ☐ No → *GO to item 8a on page 11.*

b. How many years did you teach FULL-TIME in public schools?

Record whole years, not fractions or months.

0068 [ ][ ] Year(s)

0 ☐ None

c. How many years did you teach PART-TIME in public schools?

Record whole years, not fractions or months.

0069 [ ][ ] Year(s)

0 ☐ None

TABLE 1. MAJOR AND MINOR FIELD OF STUDY CODES
For questions 8, 10, and 11

EDUCATION FIELDS

General Education

01 Early childhood education or pre-elementary education
02 Prekindergarten
03 Kindergarten
04 Elementary education
05 Secondary education

Education - Subject Areas

06 Agricultural education
07 Art education
08 Bilingual education
09 Business education
10 Cross-cultural education
11 English as a Second Language education
12 English/language arts education
13 Family and consumer science education
14 Foreign languages education
15 Health education
16 Indian education (Native American)
17 Mathematics education
18 Music education
19 Physical education
20 Reading education
21 Religious education
22 Science education
23 Social studies/social science education
24 Trades and industry/industrial arts education

Special Education

25 Special education, general
26 Autism
27 Deaf and hard-of-hearing
28 Developmentally delayed
29 Early childhood special education
30 Emotionally disturbed or behavior disorders
31 Learning disabilities
32 Mentally retarded
33 Mildly or moderately disabled
34 Orthopedically impaired
35 Severely or profoundly disabled
36 Speech or language impaired
37 Traumatically brain injured
38 Visually impaired
39 Other special education

Other Education

40 Counseling and guidance
41 Curriculum and instruction
42 Educational administration
43 Educational psychology
44 Other education

GENERAL FIELDS

Arts

45 Art, fine and applied
46 Drama or theater
47 Music
48 Other visual/performing arts

English

49 English literature or composition
50 Communications or journalism

Foreign Languages

51 French
52 German
53 Latin
54 Russian
55 Spanish
56 Other languages

Mathematics

57 Mathematics
58 Statistics

Natural Sciences

59 Biology/Life science
60 Chemistry
61 Geology/Earth science
62 Physics
63 Other natural sciences

Other Areas

64 Agriculture and natural resources
65 American Indian/Native American studies
66 Architecture, environmental design
67 Business and management
68 Computer science
69 Engineering
70 Family and consumer science (home economics)
71 General studies
72 Health professions and occupations
73 Humanities
74 Law
75 Library and information science
76 Military science
77 Multi- or interdisciplinary studies
78 Philosophy
79 Public administration or service
80 Religion or theology
81 Other area or ethnic studies

Social Sciences

82 Economics
83 History
84 Political science and government
85 Psychology
86 Sociology
87 Other social sciences

88 **All Other Areas**

II CERTIFICATION AND TRAINING INFORMATION: Items 8-26

This section asks for information on your certification, academic degrees, preparation programs and other formal training.

8a. Do you have a bachelor's degree?

0070 1 ☐ Yes
2 ☐ No → *GO to item 11a on page 13.*

b. In what year did you receive your bachelor's degree?

0071 ☐☐☐☐ Year

c. What was your major field of study?

Record the field of study code and the field name from Table 1 on page 10.

0072 Code ☐☐ 5072 Major field _____

d. Did you have a second major field of study?

0073 1 ☐ Yes
2 ☐ No → *GO to item 8f below.*

e. What was your second major field of study?

Record the field of study code and the field name from Table 1 on page 10.

0074 Code ☐☐ 5074 Second major field _____

f. Did you have a minor field of study?

0075 1 ☐ Yes
2 ☐ No → *GO to item 9a below.*

g. What was your minor field of study?

Record the field of study code and the field name from Table 1 on page 10.

0076 Code ☐☐ 5076 Minor field _____

9a. What is the name of the college or university where you earned your bachelor's degree?

5077 Name of college or university _____

0077 ☐☐☐☐☐☐ **Office use only**

b. In what city and state is it located?

5078 City _____ State _____

0079 0 ☐ Located outside United States

0078 ☐☐ **Office use only**

10a. Do you have a master's degree?

0080 1 ☐ Yes
2 ☐ No → *GO to item 11a on page 13.*

b. What was your major field of study?

Record the field of study code and the field name from Table 1 on page 10.

0081 Code ☐☐ Major field 5081 _____

c. In what year did you receive your master's degree?

0082 ☐☐☐☐ Year

YOUR COMMENTS

11a. Have you earned any other degrees?

0083 1 ☐ Yes

2 ☐ No → GO to item 12 on page 15.

b. What other degree(s) have you earned? *Mark (X) all that apply below.*	**c. What was your major field of study for each degree?** *Record the field of study code and the field name from Table 1 on page 10.*	**d. In what year did you receive each degree?**
0084 1 ☐ Associate degree	0085 Code ☐☐ 5085 Major field _____	0086 ☐☐☐☐ Year
0087 1 ☐ SECOND bachelor's degree	0088 Code ☐☐ 5088 Major field _____	0089 ☐☐☐☐ Year
0090 1 ☐ SECOND master's degree	0091 Code ☐☐ 5091 Major field _____	0092 ☐☐☐☐ Year
0093 1 ☐ Educational specialist or professional diploma (at least one year beyond master's level)	0094 Code ☐☐ 5094 Major field _____	0095 ☐☐☐☐ Year
0096 1 ☐ Certificate of Advanced Graduate Studies	0097 Code ☐☐ 5097 Major field _____	0098 ☐☐☐☐ Year
0099 1 ☐ Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)	0100 Code ☐☐ 5100 Major field _____	0101 ☐☐☐☐ Year

TABLE 2. TEACHING ASSIGNMENT FIELD CODES
For questions 12, 15b, 17b, and 18

General

01 Prekindergarten
02 Kindergarten
03 Elementary

Special Areas

04 American Indian/Native American studies
05 Architecture or environmental design
06 Art
07 Basic skills or remedial education
08 Bilingual education
09 Computer science
10 Dance
11 Drama/Theater
12 English as a Second Language
13 Family and consumer science (home economics)
14 Gifted
15 Health education
16 Mathematics
17 Military science
18 Music
19 Philosophy
20 Physical education
21 Religion
22 Social studies or social science (including history)

English or Language Arts

23 English or language arts
24 Journalism
25 Reading

Foreign Languages

26 French
27 German
28 Latin
29 Russian
30 Spanish
31 Other foreign languages

Science

32 Biology or life science
33 Chemistry
34 Earth/space science/geology
35 General science
36 Physical science
37 Physics
38 Other natural sciences

Vocational-Technical Education

39 Accounting
40 Agricultural or natural resources
41 Business/office
42 Career education
43 Communications technologies
44 Cosmetology
45 Food services
46 Health occupations
47 Trades and industry (e.g., CADD, electronics repair, mechanics, precision production)
48 Other vocational/technical education

Special Education

49 Special education, general
50 Autism
51 Deaf and hard-of-hearing
52 Developmentally delayed
53 Early childhood special education
54 Emotionally disturbed or behavior disorders
55 Learning disabilities
56 Mentally retarded
57 Mildly/moderately disabled
58 Orthopedically impaired
59 Severely/profoundly disabled
60 Speech/language impaired
61 Traumatically brain-injured
62 Visually impaired
63 Other special education

64 **All Others**

12. THIS school year, what is your MAIN teaching assignment field at this school, that is, the field in which you teach the most classes?

- *Record the assignment field code and the assignment field name from Table 2 on page 14.*
- *If you teach two fields EQUALLY, report one field here and the other in item 15 on page 16.*

0102 ☐☐ Code

5102 _____ Main assignment field

13a. Do you have a teaching certificate in this state in your MAIN teaching assignment field?

0103
1 ☐ Yes
2 ☐ No → *GO TO item 14a on page 16.*

b. What type of certificate do you hold in this field?

- *Mark (X) only one box.*

0104
0 ☐ Full certification by an accrediting or certifying body OTHER THAN THE STATE
1 ☐ Regular or standard state certificate or advanced professional certificate
2 ☐ Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
3 ☐ Provisional or other type given to persons who are still participating in what the state calls an "alternative certification program"
4 ☐ Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)
5 ☐ Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

c. Did you mark box 1 or 2 in item *13b* above?

0105
1 ☐ Yes → *Continue with item 13d on next page.*
2 ☐ No → *GO TO item 14a on next page.*

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13d. How did you earn this certificate in your MAIN teaching assignment field?

Mark (X) only one box.

0106

1 ☐ As part of a bachelor's degree program
2 ☐ As part of a "5th year" program
3 ☐ As part of a master's degree program
4 ☐ After I began teaching, as part of an alternative program
5 ☐ Before I began teaching, as part of an alternative program
6 ☐ Through continuing professional development
7 ☐ Other – *Please specify*

GO to ITEM 15a.

5106 _____

14a. Are you currently in a program to obtain state certification in your MAIN teaching assignment field?

0107

1 ☐ Yes
2 ☐ No → *GO to item 15a below.*

b. Which of the following best describes this program?

Mark (X) only one box.

0108

1 ☐ University or college program
2 ☐ Program offered by your school
3 ☐ Other – *Please specify*

5108 _____

15a. This school year, are you assigned to teach classes in OTHER fields at this school, in addition to your MAIN teaching assignment field?

0109

1 ☐ Yes
2 ☐ No → *GO to item 17a on page 17.*

b. In what OTHER teaching assignment field do you teach the most classes?

Please record the assignment field code and the assignment field name from Table 2 on page 14.

0110 ☐☐ Code Assignment field 5110 _____

16a. Do you have a teaching certificate in this state in your OTHER teaching assignment field at this school?

0111
1 ☐ Yes
2 ☐ No → *GO to item 17a below.*

b. What type of teaching certificate do you hold in this field?

Mark (X) only one.

0112
0 ☐ Full certification by an accrediting or certifying body OTHER THAN THE STATE
1 ☐ Regular or standard state certificate or advanced professional certificate
2 ☐ Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
3 ☐ Provisional or other type given to persons who are still participating in what the state calls an "alternative certification program"
4 ☐ Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)
5 ☐ Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

17a. Do you currently hold ANY ADDITIONAL regular or standard state certificate or advanced professional teaching certificate in this state or any other state?

0113
1 ☐ Yes
2 ☐ No → *GO to item 18 below.*

b. In what teaching assignment fields are these certificates?

Please record the code(s), as appropriate, from Table 2 on page 14.

0114 Code ☐☐ 0115 Code ☐☐ 0116 Code ☐☐

0117 Code ☐☐ 0118 Code ☐☐ 0119 Code ☐☐

18. What was your main teaching assignment field LAST school year?

0120
1 ☐ Same as this year
2 ☐ Different from this year

Please record the assignment field code and the assignment field name from Table 2 on page 14.

0121 Code ☐☐ Assignment field 5121 _____

0120
3 ☐ I did not teach last school year

19a. In what year did you begin your first teaching position, either full-time or part-time, at the elementary or secondary level?

Do not count practice teaching.

0122 | 1 | 9 | | | Year

b. Was your first year of teaching, reported in item 19a above, BEFORE the 1995-1996 school year?

0123
1 ☐ Yes → *GO to Section III on page 21.*
2 ☐ No

c. Did your preparation for teaching include -

(1) Coursework in how to select and adapt instructional materials?

0124
1 ☐ Yes
2 ☐ No

(2) Coursework in learning theory or psychology appropriate to the age of students you teach?

0125
1 ☐ Yes
2 ☐ No

(3) Your observation of other classroom teaching?

0126
1 ☐ Yes
2 ☐ No

(4) Feedback on your teaching?

0127
1 ☐ Yes
2 ☐ No

20. How long did your practice teaching last?

Mark (X) only one box.

0128
1 ☐ I had no practice teaching
2 ☐ 4 weeks or less
3 ☐ 5–9 weeks
4 ☐ 10 weeks or more

YOUR COMMENTS

21. In your first year of teaching, how well prepared were you to -

		Not at all prepared	Somewhat prepared	Well prepared	Very well prepared
a. Handle a range of classroom management or discipline situations?	0129	1 ☐	2 ☐	3 ☐	4 ☐
b. Use a variety of instructional methods?	0130	1 ☐	2 ☐	3 ☐	4 ☐
c. Teach your subject matter?	0131	1 ☐	2 ☐	3 ☐	4 ☐
d. Use computers in classroom instruction?	0132	1 ☐	2 ☐	3 ☐	4 ☐
e. Plan lessons effectively?	0133	1 ☐	2 ☐	3 ☐	4 ☐
f. Assess students?	0134	1 ☐	2 ☐	3 ☐	4 ☐
g. Select and adapt curriculum and instructional materials?	0135	1 ☐	2 ☐	3 ☐	4 ☐

22. In your first year of teaching, did you participate in a teacher induction program?

If you are in your first year of teaching, please answer for THIS school year.

0136 1 ☐ Yes
2 ☐ No

23. Did you receive the following kinds of support during your first year of teaching?

If you are in your first year of teaching, please answer for THIS school year.

a. Reduced teaching schedule

0137 1 ☐ Yes
2 ☐ No

b. Reduced number of preparations

0138 1 ☐ Yes
2 ☐ No

c. Common planning time with teachers in your subject

0139 1 ☐ Yes
2 ☐ No

d. Seminars or classes for beginning teachers

0140 1 ☐ Yes
2 ☐ No

e. Extra classroom assistance (e.g., teacher aides)

0141 1 ☐ Yes
2 ☐ No

f. Regular supportive communication with your principal, other administrators, or department chair

0142 1 ☐ Yes
2 ☐ No

24. Were the following duties part of your first-year teaching assignment?

If you are in your first year of teaching, please answer for THIS school year.

a. Extracurricular assignments

0143 1 ☐ Yes
2 ☐ No

b. Travel to more than one school to teach

0144 1 ☐ Yes
2 ☐ No

c. Administrative duties (including lunchroom, hall, and recess duties)

0145 1 ☐ Yes
2 ☐ No

d. Classes with discipline problems

0146 1 ☐ Yes
2 ☐ No

25a. In your first year of teaching, did you work closely with a master or mentor teacher?

If you are in your first year of teaching, please answer for THIS school year.

0147 1 ☐ Yes
2 ☐ No → *GO to Section III on page 21.*

b. Was this teacher's subject area the same as yours?

0148 1 ☐ Yes
2 ☐ No

26. In your first year of teaching, to what extent did your master or mentor teacher help you?

If you are in your first year of teaching, please answer for THIS school year.

Not at all ← → To a great extent

0149 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

YOUR COMMENTS

III PROFESSIONAL DEVELOPMENT: Items 27-32

This section asks about various professional development activities and their impact.

27. In the past 12 months, have you participated in the following activities RELATED TO TEACHING?

a. University course(s) taken for recertification or advanced certification in your MAIN teaching assignment field or other teaching field, as reported in item 12 on page 15 and item 15b on page 16

Exclude courses taken for your initial certification in your main teaching assignment field or other teaching field(s).

0150 1 ☐ Yes
2 ☐ No

b. University course(s) in your MAIN teaching assignment field

Exclude courses taken for recertification or advanced certification.

0151 1 ☐ Yes
2 ☐ No

c. Observational visits to other schools

0152 1 ☐ Yes
2 ☐ No

d. Individual or collaborative research on a topic of interest to you professionally

0153 1 ☐ Yes
2 ☐ No

e. Regularly-scheduled collaboration with other teachers on issues of instruction

Exclude administrative meetings.

0154 1 ☐ Yes
2 ☐ No

f. Mentoring and/or peer observation and coaching, as part of a formal arrangement that is recognized or supported by the school

0155 1 ☐ Yes
2 ☐ No

g. Participating in a network of teachers (e.g., one organized by an outside agency or over the Internet)

0156 1 ☐ Yes
2 ☐ No

h. Attending workshops, conferences or training

0157 1 ☐ Yes
2 ☐ No

i. Workshops, conferences or training in which you were the presenter

0158 1 ☐ Yes
2 ☐ No

28a. In the past 12 months, have you participated in any professional development activities that focused on in-depth study of the content in your MAIN teaching assignment field?

NOTE: Your main teaching assignment is the field in which you teach the most classes, as reported in item 12 on page 15.

0159
1 ☐ Yes
2 ☐ No → *GO to item 28b below.*

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0160
1 ☐ 8 hours or less
2 ☐ 9–16 hours
3 ☐ 17–32 hours
4 ☐ 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ←——→ Very useful

0161
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

28b. In the past 12 months, have you participated in any professional development activities that focused on content and performance standards in your MAIN teaching assignment field?

0162
1 ☐ Yes
2 ☐ No → *GO to item 28c on page 23.*

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0163
1 ☐ 8 hours or less
2 ☐ 9–16 hours
3 ☐ 17–32 hours
4 ☐ 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ←——→ Very useful

0164
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

28c. In the past 12 months, have you participated in any professional development activities that focused on methods of teaching?

0165
1 ☐ Yes
2 ☐ No → *GO to item 28d below.*

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0166
1 ☐ 8 hours or less
2 ☐ 9–16 hours
3 ☐ 17–32 hours
4 ☐ 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ←——→ Very useful

0167
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

28d. In the past 12 months, have you participated in any professional development activities that focused on uses of computers for instruction?

0168
1 ☐ Yes
2 ☐ No → *GO to item 28e on page 24.*

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0169
1 ☐ 8 hours or less
2 ☐ 9–16 hours
3 ☐ 17–32 hours
4 ☐ 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ←——→ Very useful

0170
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

28e. In the past 12 months, have you participated in any professional development activities that focused on student assessment, such as methods of testing, evaluation, performance assessment, etc?

0171
1 ☐ Yes
2 ☐ No → *GO to item 28f below.*

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0172
1 ☐ 8 hours or less
2 ☐ 9–16 hours
3 ☐ 17–32 hours
4 ☐ 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ←——→ Very useful

0173
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

28f. In the past 12 months, have you participated in any professional development activities that focused on student discipline and management in the classroom?

0174
1 ☐ Yes
2 ☐ No → *GO to item 28g below.*

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0175
1 ☐ 8 hours or less
2 ☐ 9–16 hours
3 ☐ 17–32 hours
4 ☐ 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ←——→ Very useful

0176
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

28g. In the past 12 months, have you participated in any professional development activities that focused on other topics not included in 28a-28f above?

0177
1 ☐ Yes → *Please specify the topic.*

5177 _____

2 ☐ No

29. Thinking about ALL of the professional development you have participated in over the past 12 months, how useful was it?

Not useful at all ←——→ Very useful

0178 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

30. For the professional development in which you participated in the last 12 months, did you receive the following types of support?

a. Release time from teaching (i.e., your regular teaching responsibilities were temporarily assigned to someone else)

0179 1 ☐ Yes

2 ☐ No

b. Scheduled time in the contract year for professional development

0180 1 ☐ Yes

2 ☐ No

c. Stipend for professional development activities that took place outside regular work hours

0181 1 ☐ Yes

2 ☐ No

d. Full or partial reimbursement of college tuition

0182 1 ☐ Yes

2 ☐ No

e. Reimbursement for conference or workshop fees

0183 1 ☐ Yes

2 ☐ No

f. Reimbursement for travel and/or daily expenses

0184 1 ☐ Yes

2 ☐ No

YOUR COMMENTS

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31. As a result of completing these professional development activities, did you receive the following rewards?

a. Credits towards re-certification or advanced certification in your main teaching assignment field or other teaching field(s)

0185 1 ☐ Yes

2 ☐ No

b. Increase in salary or other pay increases as a result of participating in professional development activities

0186 1 ☐ Yes

2 ☐ No

c. Recognition or higher ratings on an annual teacher evaluation

0187 1 ☐ Yes

2 ☐ No

32. From the list of topics below, select the three that are your top priorities for YOUR OWN additional professional development.

1 – Student discipline and behavior problems
2 – Teaching students with special needs (e.g., limited-English proficient, special education)
3 – Use of technology in instruction
4 – My main subject field
5 – Content and performance standards in my subject area
6 – Methods of teaching
7 – Student assessment

● *Enter the appropriate code (1-7) for each priority.*

0188 ☐ First priority

0189 ☐ Second priority

0190 ☐ Third priority

YOUR COMMENTS

IV CLASS ORGANIZATION: Items 33-38

This section asks about your meetings with other teachers and the organization of classes in your school.

33. In which grades are the students in the classes you currently teach at THIS school?

- *If you teach at more than one school, report only for the classes you teach at THIS SCHOOL.*
- *Mark (X) all that apply.*

0191	1 ☐	Ungraded	0195	1 ☐	2nd	0199	1 ☐	6th	0203	1 ☐	10th
0192	1 ☐	Prekindergarten	0196	1 ☐	3rd	0200	1 ☐	7th	0204	1 ☐	11th
0193	1 ☐	Kindergarten	0197	1 ☐	4th	0201	1 ☐	8th	0205	1 ☐	12th
0194	1 ☐	1st	0198	1 ☐	5th	0202	1 ☐	9th			

34a. Which category best describes the way YOUR classes at this school are organized?

- *Mark (X) only one box.*

0206

1 ☐ **Departmentalized Instruction -** You teach subject matter courses (e.g., biology, history, keyboarding) to several classes of different students all or most of the day.

2 ☐ **Elementary Enrichment Class -** You teach **only one** subject (e.g., art, music, physical education, computer skills) in an **elementary** school.

3 ☐ **Self-Contained Class -** You teach multiple subjects to the same class of students all or most of the day.

4 ☐ **Team Teaching -** You collaborate with one or more teachers in teaching multiple subjects to the same class of students.

5 ☐ **"Pull-Out" Class -** You provide instruction (e.g., special education, reading) to certain students who are released from their regular classes.

b. Which box did you mark in item 34a above?

0207

1 ☐ Box 1 or 2 → *GO to item 37 on page 29.*

2 ☐ Box 3, 4, or 5 → *Continue with item 35 below.*

35. At THIS school, what is the total number of students enrolled in the class you taught during your most recent FULL WEEK of teaching?

- *If you teach two or more classes per day, please enter the average number of students in a class or section.*

0208 ☐☐ Students

YOUR COMMENTS

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36. During your most recent FULL WEEK of teaching, approximately how many hours did you spend teaching each of these subjects at THIS school?

If you taught two or more subjects at the same time, apportion the time to each subject as best you can. Report hours to the nearest whole hour; do not record fractions or minutes. If you did not teach a particular subject during the week, mark (X) the "None" box.

a. English/Reading /Language arts

0209 [ ][ ] Hours per week

o ☐ None

b. Arithmetic/Mathematics

0210 [ ][ ] Hours per week

o ☐ None

c. Social studies/History

0211 [ ][ ] Hours per week

o ☐ None

d. Science

0212 [ ][ ] Hours per week

o ☐ None

GO to Section V on page 33.

YOUR COMMENTS

37. During your MOST RECENT FULL WEEK of teaching, how many separate classes (or sections) did you teach AT THIS SCHOOL?

- *Do not include:*
  - Homeroom periods
  - Study halls
  - Classes (or sections) taught at any other school

- *If you teach two or more classes (or sections) of the same subject (e.g., algebra I) to different groups of students at this school, count them as separate classes (or sections).*

EXAMPLE:

(1) If you teach chemistry to two classes (or sections) of students and physics to two classes (or sections) of students, you would report 4 classes (or sections).

(2) If you teach English III to four classes (or sections) of students and journalism to one class (or section), you would report 5 classes (or sections).

(3) If you teach drama to one class (or section) of students at THIS school and English IV to two classes (or sections) of students at ANOTHER school, you would report 1 class (or section).

0213 [ ][ ] Number of classes (or sections)

YOUR COMMENTS

TABLE 3. SUBJECT MATTER CODES FOR QUESTION 38

Vocational Education

01 Accounting
02 Agriculture or natural resources
03 Business/office
04 Career education
05 Child care
06 Communications technologies
07 Cosmetology
08 Food services
09 Health occupations
10 Keyboarding
11 Trades and industry (e.g., CADD, electronics repair, mechanics, precision production)
12 Vocational family and consumer science
13 Other vocational-technical education

English or Language Arts

14 Literature
15 Composition/journalism/creative writing
16 English as a Second Language
17 Reading
18 Other English/language arts courses

Foreign Languages

19 French
20 German
21 Latin
22 Russian
23 Spanish
24 Other foreign languages

Mathematics

25 Algebra, elementary
26 Algebra, intermediate
27 Algebra, advanced
28 Analytic geometry
29 Basic and general mathematics
30 Business and applied math
31 Calculus
32 Geometry
33 Integrated math
34 Pre-algebra
35 Pre-calculus
36 Statistics and probability
37 Trigonometry
38 Other math

Computer Science

39 Computer awareness/applications
40 Computer programming
41 Other computer science

Natural Science

42 Biology or life science
43 Chemistry
44 Integrated science
45 Geology/earth science/space science
46 Physics
47 Other physical science
48 Other natural science

Social Science

49 Social studies
50 Civics
51 Economics
52 Geography
53 History
54 Political science/government
55 Psychology
56 Sociology/social organization
57 World civilization
58 Other social science

Visual and Performing Arts

59 Arts and crafts
60 Filmmaking and photography
61 Chorus
62 Band
63 Drama/theater/dance
64 Music
65 Other visual/performing arts

Other Areas

66 Driver education
67 Health education
68 Nonvocational family and consumer science (home economics)
69 Philosophy
70 Physical education
71 Religion
72 Other courses not elsewhere classified

38. For each class (or section) that you taught during your MOST RECENT FULL WEEK of teaching at this school -

Please complete a line of the table below for each class (or section) that you taught. The number of lines filled should equal the number of classes (or sections) reported in item 37.

a. What subject did you teach? *Record the appropriate subject matter code and the name of the subject from Table 3 on page 30.*		b. How many students were enrolled in the class (or section)? Students
Example: Code 25	Subject *Algebra, elementary*	33
0214 (1) Code	5214 Subject	0215
0216 (2) Code	5216 Subject	0217
0218 (3) Code	5218 Subject	0219
0220 (4) Code	5220 Subject	0221
0222 (5) Code	5222 Subject	0223
0224 (6) Code	5224 Subject	0225
0226 (7) Code	5226 Subject	0227
0228 (8) Code	5228 Subject	0229
0230 (9) Code	5230 Subject	0231
0232 (10) Code	5232 Subject	0233

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38. Continued –

For each class (or section) that you taught during your MOST RECENT FULL WEEK of teaching at this school -

a. What subject did you teach? *Record the appropriate subject matter code and the name of the subject from Table 3 on page 30.*		**b. How many students were enrolled in the class (or section)?**
0234 (11) Code	5234 Subject	Students 0235
0236 (12) Code	5236 Subject	Students 0237
0238 (13) Code	5238 Subject	Students 0239
0240 (14) Code	5240 Subject	Students 0241
0242 (15) Code	5242 Subject	Students 0243

YOUR COMMENTS

V RESOURCES AND ASSESSMENT OF STUDENTS: Items 39-50

This set of questions asks about different types of students, the resources provided for teaching them, and your use of student assessment scores.

39a. Of all the students you teach at this school, how many have disabilities or are special education students, that is, how many have an Individual Education Plan (IEP)?

0244 [ ][ ][ ] Students with an IEP

0 ☐ None → *GO TO item 41 below.*

b. Do you or these students receive the following types of support in your classroom?

(1) Special aide or personal assistant

0245 1 ☐ Yes
2 ☐ No

(2) Consulting/itinerant teacher

0246 1 ☐ Yes
2 ☐ No

(3) Accommodations such as more time on tests or behavioral management plan

0247 1 ☐ Yes
2 ☐ No

40. In the last 3 years, have you had 8 hours or more of training or professional development on how to teach special education students?

0248 1 ☐ Yes
2 ☐ No

41. Of all the students you teach at this school, how many are of limited-English proficiency?

(Students of limited-English proficiency are those whose native or dominant language is other than English, and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

0249 [ ][ ][ ] Students

0 ☐ None → *GO TO item 43 on page 34.*

42. In the last 3 years, have you had 8 hours or more of training or professional development on how to teach limited-English proficient students?

0250 1 ☐ Yes
2 ☐ No

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43. **Are you a Title I teacher, that is, are you paid in full or in part by federal funds under the Elementary and Secondary Education Act?**

0251 1 ☐ Yes
2 ☐ No

44. **Using the scale 1-5 where 1 is "Not at all" and 5 is "To a great extent," to what extent do you use state standards to guide your instructional practice in your main teaching assignment field?**

Not at all ←→ To a great extent

0252 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

45. **Do you use different groupings of students in your classroom to teach students who learn at different rates?**

0253 1 ☐ Yes
2 ☐ No

46. **Are students assigned to your classes on the basis of achievement or ability level?**

0254 1 ☐ Yes
2 ☐ No

47a. **Do you receive your students' scores on standardized achievement tests?**

0255 1 ☐ Yes
2 ☐ No → *GO TO item 48 below.*

b. **Using the scale 1-5, where 1 is "Not at all" and 5 is "To a great extent," to what extent do you use the information from your students' test scores -**

		Mark (X) one box on each line. Not at all ←→ To a great extent
(1) To group students into different instructional groups by achievement or ability?	0256	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
(2) To assess areas where you need to strengthen your content knowledge or teaching practice?	0257	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
(3) To adjust your curriculum in areas where your students encountered problems?	0258	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

48. **Do students in any of your classes use computers during class time?**

0259 1 ☐ Yes → *Continue with item 49 on next page.*
2 ☐ No → *GO to Section VI on page 37.*

49. In your MAIN teaching assignment field (*reported in item 12 on page 15*), do students in your classes use computers during class time?

0260
1 ☐ Yes
2 ☐ No → *GO to Section VI on page 37.*

50. In answering items 50a-e below, first designate one of your classes in your MAIN teaching assignment field that uses computers during class time. Items 50a-e refer to this designated class.

How to designate a class:
- *If you are responsible for a **single class** or group of students all day, such as an elementary school teacher may be, make this **the designated class.***
- *If you are responsible for **multiple classes** or groups of students, such as a content area or special education teacher may be, make a **typical class or group you teach in your main teaching assignment field** the designated class.*

a. How many computers are located in the classroom where you teach this designated class?

0261
☐☐ Computers
0 ☐ None → *GO to item 50c below.*

b. How many of the computers located in this classroom currently have access to the Internet?

0262
☐☐ Computers
0 ☐ None

c. During your MOST RECENT TWO FULL WEEKS of teaching, how many times did this designated class meet?

0263
☐☐ Times

d. Did this designated class use computers within the MOST RECENT TWO FULL WEEKS?

0264
1 ☐ Yes → *Continue with item 50e on next page.*
2 ☐ No → *GO to Section VI on page 37.*

YOUR COMMENTS

50e. During your MOST RECENT TWO FULL WEEKS of teaching this designated class, in how many of the class meeting times did students use computers to -

(1) Learn about course subject matter?

0265 ___ Times

o ☐ None

(2) Practice and master skills?

0266 ___ Times

o ☐ None

(3) Solve problems?

0267 ___ Times

o ☐ None

(4) Work collaboratively with other students in the same classroom?

0268 ___ Times

o ☐ None

(5) Produce multimedia or video reports/projects?

0269 ___ Times

o ☐ None

(6) Do word processing?

0270 ___ Times

o ☐ None

(7) Correspond with experts, authors, or students from other schools via e-mail or the Internet?

0271 ___ Times

o ☐ None

(8) Other - *Please specify.* →

5272 _____

0272 ___ Times

o ☐ None

VI

WORKING CONDITIONS: Items 51-56
This section asks about the hours you spend at your teaching assignment at THIS school, and about safety at THIS school.

51. How many hours were you required to be at THIS school during your MOST RECENT FULL WEEK of teaching?

Report in whole hours, not fractions or minutes.

0273 [ ][ ] Hours

52. In your MOST RECENT FULL WEEK of teaching, how much scheduled school time did you have for planning?

Please report the hours and minutes, e.g., 1 hour and 15 minutes, 2 hours and 0 minutes, 0 hours and 45 minutes, etc.

0274 [ ][ ] Hours

AND

0275 [ ][ ] Minutes

53. During your MOST RECENT FULL WEEK of teaching, how many hours did you spend AFTER school, BEFORE school, and ON THE WEEKEND on each of the following types of activities?

Report in whole hours, not fractions or minutes.

a. School-related activities involving student interaction, such as coaching, field trips, tutoring, transporting students

0276 [ ][ ] Hours in the most recent full week

b. Other school-related activities, such as preparation, grading papers, parent conferences, attending meetings

0277 [ ][ ] Hours in the most recent full week

54. During your MOST RECENT FULL WEEK of teaching at THIS school -

a. How many students in the class(es) you teach were tardy?

0278 [ ][ ] Students

o [ ] None

b. How many times did you have to interrupt your class(es) to deal with student misbehavior or disruption?

0279 [ ][ ] Times

o [ ] None

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55a. Has a student FROM THIS SCHOOL ever threatened to injure you?

0280 ☐ 1 Yes
☐ 2 No → *GO to item 56a below.*

b. Has a student threatened to injure you IN THE PAST 12 MONTHS?

0281 ☐ 1 Yes
☐ 2 No → *GO to item 56a below.*

c. In the past 12 months, how many times has a student threatened to injure you?

0282 ☐☐ Times

56a. Has a student FROM THIS SCHOOL ever physically attacked you?

0283 ☐ 1 Yes
☐ 2 No → *GO to Section VII on page 39.*

b. Has a student physically attacked you IN THE PAST 12 MONTHS?

0284 ☐ 1 Yes
☐ 2 No → *GO to Section VII on page 39.*

c. In the past 12 months, how many times has a student physically attacked you?

0285 ☐☐ Times

YOUR COMMENTS

VII

DECISION MAKING: Items 57-61
This section asks about your influence on staffing, budgeting and instructional policies, and your perception of various issues about teaching.

57. Using the scale of 1-5, where 1 means "No influence" and 5 means "A great deal of influence," how much actual influence do you think teachers have over school policy AT THIS SCHOOL in each of the following areas?

		No influence ←				→ A great deal of influence
a. Setting performance standards for students of this school	0286	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Establishing curriculum	0287	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Determining the content of in-service professional development programs	0288	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Evaluating teachers	0289	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Hiring new full- time teachers	0290	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Setting discipline policy	0291	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Deciding how the school budget will be spent	0292	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

58. Using the scale of 1-5, where 1 means "No control" and 5 means "Complete control," how much control do you think you have IN YOUR CLASSROOM at this school over each of the following areas of your planning and teaching?

		No control ←				→ Complete control
a. Selecting textbooks and other instructional materials	0293	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Selecting content, topics, and skills to be taught	0294	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Selecting teaching techniques	0295	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Evaluating and grading students	0296	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Disciplining students	0297	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Determining the amount of homework to be assigned	0298	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

59. Do you agree or disagree with each of the following statements?

● *Mark (X) one box on each line.*

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
a. The principal lets staff members know what is expected of them.	0299	1 ☐	2 ☐	3 ☐	4 ☐
b. The school administration's behavior toward the staff is supportive and encouraging.	0300	1 ☐	2 ☐	3 ☐	4 ☐
c. I am satisfied with my teaching salary.	0301	1 ☐	2 ☐	3 ☐	4 ☐
d. The level of student misbehavior in this school (such as noise, horseplay or fighting in the halls, cafeteria or student lounge) interferes with my teaching.	0302	1 ☐	2 ☐	3 ☐	4 ☐
e. I receive a great deal of support from parents for the work I do.	0303	1 ☐	2 ☐	3 ☐	4 ☐
f. Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff.	0304	1 ☐	2 ☐	3 ☐	4 ☐
g. Routine duties and paperwork interfere with my job of teaching.	0305	1 ☐	2 ☐	3 ☐	4 ☐
h. My principal enforces school rules for student conduct and backs me up when I need it.	0306	1 ☐	2 ☐	3 ☐	4 ☐
i. The principal talks with me frequently about my instructional practices.	0307	1 ☐	2 ☐	3 ☐	4 ☐
j. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	0308	1 ☐	2 ☐	3 ☐	4 ☐
k. Most of my colleagues share my beliefs and values about what the central mission of the school should be.	0309	1 ☐	2 ☐	3 ☐	4 ☐

59. Continued –

Do you agree or disagree with each of the following statements?

Mark (X) one box on each line.

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
l. The principal knows what kind of school he/she wants and has communicated it to the staff.	0310	1 ☐	2 ☐	3 ☐	4 ☐
m. There is a great deal of cooperative effort among the staff members.	0311	1 ☐	2 ☐	3 ☐	4 ☐
n. In this school, staff members are recognized for a job well done.	0312	1 ☐	2 ☐	3 ☐	4 ☐
o. I worry about the security of my job because of the performance of my students on state or local tests.	0313	1 ☐	2 ☐	3 ☐	4 ☐
p. I am given the support I need to teach students with special needs.	0314	1 ☐	2 ☐	3 ☐	4 ☐
q. I am satisfied with my class size(s).	0315	1 ☐	2 ☐	3 ☐	4 ☐
r. I make a conscious effort to coordinate the content of my courses with that of other teachers.	0316	1 ☐	2 ☐	3 ☐	4 ☐
s. The amount of student tardiness and class cutting in this school interferes with my teaching.	0317	1 ☐	2 ☐	3 ☐	4 ☐
t. I sometimes feel it is a waste of time to try to do my best as a teacher.	0318	1 ☐	2 ☐	3 ☐	4 ☐
u. I plan with the library media specialist/librarian for the integration of library media services into my teaching.	0319	1 ☐	2 ☐	3 ☐	4 ☐
v. I am generally satisfied with being a teacher at this school.	0320	1 ☐	2 ☐	3 ☐	4 ☐

60. **To what extent is each of the following a problem in this school? Indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in this school.**

		Serious problem	Moderate problem	Minor problem	Not a problem
a. **Student tardiness**	0321	1 ☐	2 ☐	3 ☐	4 ☐
b. **Student absenteeism**	0322	1 ☐	2 ☐	3 ☐	4 ☐
c. **Teacher absenteeism**	0323	1 ☐	2 ☐	3 ☐	4 ☐
d. **Students cutting class**	0324	1 ☐	2 ☐	3 ☐	4 ☐
e. **Physical conflicts among students**	0325	1 ☐	2 ☐	3 ☐	4 ☐
f. **Robbery or theft**	0326	1 ☐	2 ☐	3 ☐	4 ☐
g. **Vandalism of school property**	0327	1 ☐	2 ☐	3 ☐	4 ☐
h. **Student pregnancy**	0328	1 ☐	2 ☐	3 ☐	4 ☐
i. **Student use of alcohol**	0329	1 ☐	2 ☐	3 ☐	4 ☐
j. **Student drug abuse**	0330	1 ☐	2 ☐	3 ☐	4 ☐
k. **Student possession of weapons**	0331	1 ☐	2 ☐	3 ☐	4 ☐
l. **Student disrespect for teachers**	0332	1 ☐	2 ☐	3 ☐	4 ☐
m. **Students dropping out**	0333	1 ☐	2 ☐	3 ☐	4 ☐
n. **Student apathy**	0334	1 ☐	2 ☐	3 ☐	4 ☐
o. **Lack of parent involvement**	0335	1 ☐	2 ☐	3 ☐	4 ☐
p. **Poverty**	0336	1 ☐	2 ☐	3 ☐	4 ☐
q. **Students come to school unprepared to learn**	0337	1 ☐	2 ☐	3 ☐	4 ☐
r. **Poor student health**	0338	1 ☐	2 ☐	3 ☐	4 ☐

61a. If you could go back to your college days and start over again, would you become a teacher or not?

Mark (X) only one box.

0339
1 ☐ Certainly would become a teacher
2 ☐ Probably would become a teacher
3 ☐ Chances about even for and against
4 ☐ Probably would not become a teacher
5 ☐ Certainly would not become a teacher

b. How long do you plan to remain in teaching?

Mark (X) only one box.

0340
1 ☐ As long as I am able
2 ☐ Until I am eligible for retirement
3 ☐ Will probably continue unless something better comes along
4 ☐ Definitely plan to leave teaching as soon as I can
5 ☐ Undecided at this time

YOUR COMMENTS

VIII GENERAL EMPLOYMENT INFORMATION: Items 62-67

This section requests information about your terms of employment and selected demographics.

62. The following questions refer to your before-tax earnings from teaching and other employment.

Record earnings in whole dollars.

a. DURING THE SUMMER OF 1999, did you have any earnings from -

(1) Teaching summer school in this or any other school?

0341 1 ☐ Yes → **How much?** 0342 $ _____ .00

2 ☐ No

(2) Working in a nonteaching job in this or any other school?

0343 1 ☐ Yes → **How much?** 0344 $ _____ .00

2 ☐ No

(3) Working in any NONSCHOOL job?

0345 1 ☐ Yes → **How much?** 0346 $ _____ .00

2 ☐ No

b. DURING THE CURRENT SCHOOL YEAR -

(1) What is your academic year base teaching salary?

0347 $ _____ .00 Per year

(2) Do you, or will you, earn any additional compensation from this school for extracurricular or additional activities such as coaching, student activity sponsorship, or teaching evening classes?

0348 1 ☐ Yes → **How much?** 0349 $ _____ .00

2 ☐ No

(3) Have you earned income from any OTHER school sources this year, such as a merit pay bonus, etc.?

Do not report any earnings already reported.

0350 1 ☐ Yes → **How much?** 0351 $ _____ .00

2 ☐ No

62b. Continued –

DURING THE CURRENT SCHOOL YEAR -

(4) Do you, or will you, earn additional compensation from working in any job OUTSIDE this school?

0353

0352 1 ☐ Yes → **How much?** $ _____ .00

2 ☐ No → *GO to item 63 below.*

(5) Which of these best describes this job OUTSIDE this school?

Mark (X) only one box.

0354 1 ☐ Teaching or tutoring

2 ☐ Nonteaching, but related to teaching field

3 ☐ Other

63. Do you work in this school on a contributed service basis, that is, for less than full salary or for no salary, for example, as a member of a religious order?

0363 1 ☐ Yes

2 ☐ No

64. Are you male or female?

0358 1 ☐ Male

2 ☐ Female

65a. What is your race?

Mark (X) only one box.

0357 1 ☐ American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)

2 ☐ Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)

3 ☐ Black

4 ☐ White

GO to item 66 below.

b. Are you enrolled in a state or federally recognized tribe?

0358 1 ☐ Yes

2 ☐ No

66. Are you of Hispanic origin?

0359 1 ☐ Yes

2 ☐ No

67. What is your year of birth?

0360 1 9 _ _ Year

IX CONTACT INFORMATION: Items 68-71

This section concludes the survey.

68. The survey you have completed may involve a brief follow-up at a later time in order to gain information on teachers' movements in the labor force. The following information would assist us in contacting you if you have moved or changed jobs.

Please PRINT your name, your spouse's name (if applicable), your home address, your telephone number, and the most convenient time to reach you.

a. Your name

b. Spouse's full name *(if applicable)*

c. Street address

d. City

e. State

f. ZIP Code +4

–

g. Home telephone

Area Code Number

– –

h. In whose name is the telephone number listed?

Mark (X) only one box.

1 ☐ My name

2 ☐ Other – *Specify name* →

i. Best day(s) to reach you

Enter Mon, Tue, etc., as appropriate.

Days

j. Best time of day to reach you

1 ☐ a.m.

2 ☐ p.m.

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69. What are the names and addresses of two other people who would know where to get in touch with you during the coming years? Please do not list more than one person who now lives with you. Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.) in section b.

(1) First Person

a. Name

b. Relationship to you

c. Street address

d. City

e. State

f. ZIP Code +4

–

g. Home telephone
Area Code Number

– –

h. In whose name is the telephone number listed?

● *Mark (X) only one box.*

1 ☐ Name entered in part a

2 ☐ Other – *Specify name* →

69. Continued –

What is the name and address of another person who would know where to get in touch with you during the coming years? Remember to record the relationship of this person to you (for example, parent, friend, sister, cousin, etc.) in section b.

(2) Second Person

a. Name

b. Relationship to you

c. Street address

d. City

e. State

f. ZIP Code +4

–

g. Home telephone
Area Code Number

– –

h. In whose name is the telephone number listed?

Mark (X) only one box.

1 ☐ Name entered in part a

2 ☐ Other – *Specify name* →

70. Please indicate how much time it took you to complete this form, not counting interruptions.

Please record the time in minutes, e.g., 40 minutes, 65 minutes, etc.

0361 [ ][ ][ ] Minutes

71. Please enter the date you completed this questionnaire.

	Month	Day	Year
0362	[ ][ ]	[ ][ ]	[ ][ ][ ][ ]

Thank you very much for your participation in this survey.

Please return this survey in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

Find out more about the Schools and Staffing Survey (SASS) and information about teachers that was collected in the last survey. See SASS on the World Wide Web at:

http://nces.ed.gov/surveys/sass

Look for the report "America's Teachers: Profile of a Profession, 1993-1994" under Publications (NCES 97-460).

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary and international education are available from the NCES Web site at:

http://nces.ed.gov

For additional data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

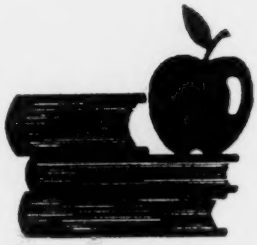
http://www.fedstats.gov

OMB No. 1850-0598: Approval Expires 09/30/2001

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by:
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

INDIAN SCHOOL TEACHER QUESTIONNAIRE
SCHOOLS AND STAFFING SURVEY
1999–2000 SCHOOL YEAR



(Please correct any errors in name, address, and ZIP Code.)

THIS SURVEY HAS BEEN ENDORSED BY:

- American Association of School Administrators
- American Counseling Association
- American Federation of Teachers
- Association of Community Tribal Schools
- Bureau of Indian Affairs, Office of Indian Education Programs
- Council of Chief State School Officers
- Council of Great City Schools
- Department of Middle Level Services, National Association of Secondary School Principals
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Center for Improving Science Education
- National Council of Teachers of Mathematics
- National Education Association
- National Indian Education Association
- National Middle School Association

NOTICE

This report is authorized by law (20 U.S. Code 9003). The results will be reported in statistical summaries.

FORM SASS-4C
(11-26-99)

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DEAR TEACHER:

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in this survey. The U.S. Census Bureau is conducting this survey by the authority of Section 405(b) of the National Education Statistics Act of 1994, as amended (20 USC 9003).

WHY IS NCES SPONSORING THIS SURVEY?

The purpose of this survey is to obtain information about teachers, such as teaching field, teaching workload, and teaching experience. We will report your data only in statistical summaries so that individuals cannot be identified.

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?

We are conducting this survey with only a sample of teachers. Therefore, the value of your individual contribution is greatly increased because it represents many other teachers. We encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Please return your completed questionnaire in the enclosed envelope. If you do not have the return envelope, please call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
ATTN: CPB
1201 E. 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT.

SINCERELY,

Gary W. Phillips

GARY W. PHILLIPS
ACTING COMMISSIONER OF EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 40 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns about the content of this questionnaire, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

INSTRUCTIONS

a.

b.

The person named on the label –

0060 1 ☐ Has transferred to another school

2 ☐

3 ☐

4 ☐ Has retired

5 ☐ Is deceased

Please STOP now and return this questionnaire to the U.S. Census Bureau. Thank you for your time.

c.

We suggest using a pencil or a ballpoint pen to answer this questionnaire.

If you have any questions, call the Census Bureau at 1–800–221–1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern time).

Please keep count of the time you spend completing this questionnaire. At the end of the survey, you are asked to record the amount of time needed to complete it. Please record the time you begin.

| | : | | Time started

YOUR COMMENTS

I GENERAL INFORMATION: Items 1–7

This section asks for general information about your teaching and other experiences, and whether or not your current school is a public charter school.

1a. How do you classify your main assignment at THIS school, that is, the activity at which you spend most of your time during this school year?

Mark (X) only one box.

0051
1 ☐ Regular full-time teacher
2 ☐ Regular part-time teacher
3 ☐ Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)
4 ☐ Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute)
5 ☐ Short-term substitute
6 ☐ Student teacher
7 ☐ Teacher aide
8 ☐ Administrator (e.g., principal, assistant principal, director, school head)
9 ☐ Library media specialist or librarian
10 ☐ Other professional staff (e.g., counselor, curriculum coordinator, social worker)
11 ☐ Support staff (e.g., secretary)

b. Which box did you mark in item 1a above?

0052
1 ☐ Box 1 → *GO to item 3 on page 6.*
2 ☐ Box 2, 3 or 4 → *GO to item 2 on page 6.*
3 ☐ Box 5, 6 or 7 → ***Please STOP now and return this questionnaire to the Census Bureau. Thank you for your time.***
4 ☐ Box 8, 9, 10 or 11

c. Do you TEACH any regularly-scheduled class(es) at this school?

If you work as a library media specialist or librarian at this school, do not include classes in which you teach students how to use the library (e.g., library skills or library research).

0053
1 ☐ Yes → *GO to item 2 on page 6.*
2 ☐ No → ***Please STOP now and return this questionnaire to the Census Bureau. Thank you for your time.***

2. How much time do you work as a TEACHER at THIS school?

Mark (X) only one box.

0054
1 ☐ Full time
2 ☐ 3/4 time or more, but less than full time
3 ☐ 1/2 time or more, but less than 3/4 time
4 ☐ 1/4 time or more, but less than 1/2 time
5 ☐ Less than 1/4 time

3a. Is this school a public charter school?

(A public charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may previously have been a public or private school.)

0055
1 ☐ Yes
2 ☐ No → *GO to item 4a on page 7.*

b. Is this public charter school a newly created school or was it originally all or part of a pre-existing public or private school?

Mark (X) only one box.

0056
1 ☐ A newly created school → *GO to item 4a on page 7.*
2 ☐ All or part of a pre-existing public or private school
3 ☐ Don't know → *GO to item 4a on page 7.*

c. Were you teaching at this school before it became a charter school?

0057
1 ☐ Yes
2 ☐ No → *GO to item 4a on page 7.*

d. Did you support this school's conversion to a charter school?

0058
1 ☐ Yes
2 ☐ No

YOUR COMMENTS

4a. What was your MAIN activity LAST school year?

Mark (X) only one box.

0059

1 ☐ Teaching in this school

2 ☐ Teaching in another elementary or secondary INDIAN school IN THIS STATE

3 ☐ Teaching in a public elementary or secondary school which is NOT an Indian school, IN THIS STATE

4 ☐ Teaching in a public or an Indian elementary or secondary school in ANOTHER STATE

5 ☐ Teaching in a PRIVATE elementary or secondary school

6 ☐ Student at a college or university

7 ☐ Teaching in a preschool

8 ☐ Teaching at a college or university

9 ☐ Working in a position in the field of education, but not as a teacher

10 ☐ Working in an occupation outside the field of education

11 ☐ Caring for family members

12 ☐ Military service

13 ☐ Unemployed and seeking work

14 ☐ Retired from another job

15 ☐ Other – *Please specify*

5059 _____

b. Did you mark box 10 (Working in an occupation outside the field of education) in item 4a?

0060

1 ☐ Yes

2 ☐ No → *GO to item 5 on page 8.*

c. What kind of work were you doing?

Please record your job title; for example, electrical engineer, cashier, typist, farmer, loan officer.

5061 _____ Job title

0061 ☐☐☐ **Office use only**

4d. What were your most important activities or duties at that job?

For example, data entry, selling cars, driving delivery truck, caring for livestock.

9061 _____

e. In addition to this main activity, were you also teaching in one or more of grades K–12 last school year?

0062
1 ☐ Yes
2 ☐ No → *GO to item 5 below.*

f. How would you classify that teaching position?

Mark (X) only one box.

0063
1 ☐ Regular full-time teacher
2 ☐ Regular part-time teacher
3 ☐ Substitute teacher
4 ☐ Itinerant teacher
5 ☐ Other – *Please specify*

5063 _____

5. In what year did you begin teaching in THIS school?

If your assignment at this school has included a break in service of one year or more, please report the year that you returned to this school from your most recent break in service.

Do not include time spent as a student teacher.

0064 | 1 | 9 | | | Year

YOUR COMMENTS

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6a. How many years have you worked as a FULL-TIME elementary or secondary teacher in INDIAN schools or other public schools?

Include the current school year if you are a full-time teacher this year. Record whole years, not fractions or months.

0065 [ ][ ] Year(s)

0 ☐ None

b. How many years have you worked as a PART-TIME elementary or secondary teacher in INDIAN schools or other public schools?

Include the current school year if you are a part-time teacher this year. Record whole years, not fractions or months.

0066 [ ][ ] Year(s)

0 ☐ None

7a. Have you ever worked as an elementary or secondary teacher in a PRIVATE SCHOOL?

Do not include schools operated or funded by the Bureau of Indian Affairs (BIA).

0067 1 ☐ Yes

2 ☐ No → *GO to item 8a on page 11.*

b. How many years did you teach FULL-TIME in private schools?

Record whole years, not fractions or months.

0068 [ ][ ] Year(s)

0 ☐ None

c. How many years did you teach PART-TIME in private schools?

Record whole years, not fractions or months.

0069 [ ][ ] Year(s)

0 ☐ None

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TABLE 1. MAJOR AND MINOR FIELD OF STUDY CODES
For questions 8, 10, and 11

EDUCATION FIELDS

General Education

01 Early childhood education or pre-elementary education
02 Prekindergarten
03 Kindergarten
04 Elementary education
05 Secondary education

Education – Subject Areas

06 Agricultural education
07 Art education
08 Bilingual education
09 Business education
10 Cross-cultural education
11 English as a Second Language education
12 English/language arts education
13 Family and consumer science education
14 Foreign languages education
15 Health education
16 Indian education (Native American)
17 Mathematics education
18 Music education
19 Physical education
20 Reading education
21 Religious education
22 Science education
23 Social studies/social science education
24 Trades and industry/industrial arts education

Special Education

25 Special education, general
26 Autism
27 Deaf and hard-of-hearing
28 Developmentally delayed
29 Early childhood special education
30 Emotionally disturbed or behavior disorders
31 Learning disabilities
32 Mentally retarded
33 Mildly or moderately disabled
34 Orthopedically impaired
35 Severely or profoundly disabled
36 Speech or language impaired
37 Traumatically brain injured
38 Visually impaired
39 Other special education

Other Education

40 Counseling and guidance
41 Curriculum and instruction
42 Educational administration
43 Educational psychology
44 Other education

GENERAL FIELDS

Arts

45 Art, fine and applied
46 Drama or theater
47 Music
48 Other visual/performing arts

English

49 English literature or composition
50 Communications or journalism

Foreign Languages

51 French
52 German
53 Latin
54 Russian
55 Spanish
56 Other languages

Mathematics

57 Mathematics
58 Statistics

Natural Sciences

59 Biology/Life science
60 Chemistry
61 Geology/Earth science
62 Physics
63 Other natural sciences

Other Areas

64 Agriculture and natural resources
65 American Indian/Native American studies
66 Architecture, environmental design
67 Business and management
68 Computer science
69 Engineering
70 Family and consumer science (home economics)
71 General studies
72 Health professions and occupations
73 Humanities
74 Law
75 Library and information science
76 Military science
77 Multi- or interdisciplinary studies
78 Philosophy
79 Public administration or service
80 Religion or theology
81 Other area or ethnic studies

Social Sciences

82 Economics
83 History
84 Political science and government
85 Psychology
86 Sociology
87 Other social sciences

88 **All Other Areas**

II CERTIFICATION AND TRAINING INFORMATION: Items 8–26

This section asks for information on your certification, academic degrees, preparation programs and other formal training.

8a. Do you have a bachelor's degree?

0070 1 ☐ Yes
2 ☐ No → *GO to item 11a on page 13.*

b. In what year did you receive your bachelor's degree?

0071 ☐☐☐☐ Year

c. What was your major field of study?

Record the field of study code and the field name from Table 1 on page 10.

0072 Code ☐☐ 5072 Major field _____

d. Did you have a second major field of study?

0073 1 ☐ Yes
2 ☐ No → *GO to item 8f below.*

e. What was your second major field of study?

Record the field of study code and the field name from Table 1 on page 10.

0074 Code ☐☐ 5074 Second major field _____

f. Did you have a minor field of study?

0075 1 ☐ Yes
2 ☐ No → *GO to item 9a below.*

g. What was your minor field of study?

Record the field of study code and the field name from Table 1 on page 10.

0076 Code ☐☐ 5076 Minor field _____

9a. What is the name of the college or university where you earned your bachelor's degree?

5077 Name of college or university _____

0077 ☐☐☐☐☐☐ **Office use only**

b. In what city and state is it located?

5078 City _____ State _____

0079 0 ☐ Located outside United States

0078 ☐☐ **Office use only**

FORM SASS 4C (11-26-99)

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10a. Do you have a master's degree?

0080 1 ☐ Yes
2 ☐ No → *GO to item 11a on page 13.*

b. What was your major field of study?

Record the field of study code and the field name from Table 1 on page 10.

0081 Code ☐☐ Major field 5081 _____

c. In what year did you receive your master's degree?

0082 ☐☐☐☐ Year

YOUR COMMENTS

FORM SASS-4C (11-26-89)

11a. Have you earned any other degrees?

0083 1 ☐ Yes
2 ☐ No → GO to item 12 on page 15.

b. What other degree(s) have you earned? *Mark (X) all that apply below.*	c. What was your major field of study for each degree? *Record the field of study code and the field name from Table 1 on page 10.*	d. In what year did you receive each degree?
0084 1 ☐ Associate degree	0085 Code ☐☐ 5085 Major field _____	0086 ☐☐☐☐ Year
0087 1 ☐ SECOND bachelor's degree	0088 Code ☐☐ 5088 Major field _____	0089 ☐☐☐☐ Year
0090 1 ☐ SECOND master's degree	0091 Code ☐☐ 5091 Major field _____	0092 ☐☐☐☐ Year
0093 1 ☐ Educational specialist or professional diploma (at least one year beyond master's level)	0094 Code ☐☐ 5094 Major field _____	0095 ☐☐☐☐ Year
0096 1 ☐ Certificate of Advanced Graduate Studies	0097 Code ☐☐ 5097 Major field _____	0098 ☐☐☐☐ Year
0099 1 ☐ Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)	0100 Code ☐☐ 5100 Major field _____	0101 ☐☐☐☐ Year

TABLE 2. TEACHING ASSIGNMENT FIELD CODES
For questions 12, 15b, 17b, and 18

General

01 Prekindergarten
02 Kindergarten
03 Elementary

Special Areas

04 American Indian/Native American studies
05 Architecture or environmental design
06 Art
07 Basic skills or remedial education
08 Bilingual education
09 Computer science
10 Dance
11 Drama/Theater
12 English as a Second Language
13 Family and consumer science (home economics)
14 Gifted
15 Health education
16 Mathematics
17 Military science
18 Music
19 Philosophy
20 Physical education
21 Religion
22 Social studies or social science (including history)

English or Language Arts

23 English or language arts
24 Journalism
25 Reading

Foreign Languages

26 French
27 German
28 Latin
29 Russian
30 Spanish
31 Other foreign languages

Science

32 Biology or life science
33 Chemistry
34 Earth/space science/geology
35 General science
36 Physical science
37 Physics
38 Other natural sciences

Vocational-Technical Education

39 Accounting
40 Agricultural or natural resources
41 Business/office
42 Career education
43 Communications technologies
44 Cosmetology
45 Food services
46 Health occupations
47 Trades and industry (e.g., CADD, electronics repair, mechanics, precision production)
48 Other vocational/technical education

Special Education

49 Special education, general
50 Autism
51 Deaf and hard-of-hearing
52 Developmentally delayed
53 Early childhood special education
54 Emotionally disturbed or behavior disorders
55 Learning disabilities
56 Mentally retarded
57 Mildly/moderately disabled
58 Orthopedically impaired
59 Severely/profoundly disabled
60 Speech/language impaired
61 Traumatically brain-injured
62 Visually impaired
63 Other special education

64 **All Others**

12. THIS school year, what is your MAIN teaching assignment field at this school, that is, the field in which you teach the most classes?

- *Record the assignment field code and the assignment field name from Table 2 on page 14.*
- *If you teach two fields EQUALLY, report one field here and the other in item 15 on page 16.*

0102 ☐☐ Code

5102 _____ Main assignment field

13a. Do you have a teaching certificate in this state in your MAIN teaching assignment field?

0103
1 ☐ Yes
2 ☐ No → *GO to item 14a on page 16.*

b. What type of certificate do you hold in this field?

- *Mark (X) only one box.*

0104
1 ☐ Regular or standard state certificate or advanced professional certificate
2 ☐ Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
3 ☐ Provisional or other type given to persons who are still participating in what the state calls an "alternative certification program"
4 ☐ Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)
5 ☐ Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

c. Did you mark box 1 in item *13b* above?

0105
1 ☐ Yes → *Continue with item 13d on next page.*
2 ☐ No → *GO to item 14a on next page.*

13d. How did you earn your regular or standard state certificate or advanced professional certificate in your MAIN teaching assignment field?

Mark (X) only one box.

0106

1 ☐ As part of a bachelor's degree program
2 ☐ As part of a "5th year" program
3 ☐ As part of a master's degree program
4 ☐ After I began teaching, as part of an alternative program
5 ☐ Before I began teaching, as part of an alternative program
6 ☐ Through continuing professional development
7 ☐ Other – *Please specify*

GO to ITEM 15a.

5108 _____

14a. Are you currently in a program to obtain state certification in your MAIN teaching assignment field?

0107

1 ☐ Yes
2 ☐ No → *GO to item 15a below.*

b. Which of the following best describes this program?

Mark (X) only one box.

0108

1 ☐ University or college program
2 ☐ Program offered by your school or school district
3 ☐ Other – *Please specify*

5108 _____

15a. This school year, are you assigned to teach classes in OTHER fields at this school, in addition to your MAIN teaching assignment field?

0109

1 ☐ Yes
2 ☐ No → *GO to item 17a on page 17.*

b. In what OTHER teaching assignment field do you teach the most classes?

Please record the assignment field code and the assignment field name from Table 2 on page 14.

0110 ☐☐ Code Assignment field 5110 _____

FORM SASS 4C (11-26-99)

16a. Do you have a teaching certificate in this state in your OTHER teaching assignment field at this school?

0111
1 ☐ Yes
2 ☐ No → *GO to item 17a below.*

b. What type of teaching certificate do you hold in this field?

Mark (X) only one.

0112
1 ☐ Regular or standard state certificate or advanced professional certificate

2 ☐ Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)

3 ☐ Provisional or other type given to persons who are still participating in what the state calls an "alternative certification program"

4 ☐ Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)

5 ☐ Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

17a. Do you currently hold ANY ADDITIONAL regular or standard state certificate or advanced professional teaching certificate in this state or any other state?

0113
1 ☐ Yes
2 ☐ No → *GO to item 18 below.*

b. In what teaching assignment fields are those certificates?

Please record the code(s), as appropriate, from Table 2 on page 14.

0114 Code ☐☐ 0115 Code ☐☐ 0116 Code ☐☐

0117 Code ☐☐ 0118 Code ☐☐ 0119 Code ☐☐

18. What was your main teaching assignment field LAST school year?

0120
1 ☐ Same as this year
2 ☐ Different from this year

Please record the assignment field code and the assignment field name from Table 2 on page 14.

0121 Code ☐☐ Assignment field 5121 _____

0120
3 ☐ I did not teach last school year

19a. In what year did you begin your first teaching position, either full-time or part-time, at the elementary or secondary level?

Do not count practice teaching.

0122 | 1 | 9 | | | Year

b. Was your first year of teaching, reported in item 19a above, BEFORE the 1995–1996 school year?

0123
1 ☐ Yes → *GO to Section III on page 21.*
2 ☐ No

c. Did your preparation for teaching include –

(1) Coursework in how to select and adapt instructional materials?

0124
1 ☐ Yes
2 ☐ No

(2) Coursework in learning theory or psychology appropriate to the age of students you teach?

0125
1 ☐ Yes
2 ☐ No

(3) Your observation of other classroom teaching?

0126
1 ☐ Yes
2 ☐ No

(4) Feedback on your teaching?

0127
1 ☐ Yes
2 ☐ No

20. How long did your practice teaching last?

Mark (X) only one box.

0128
1 ☐ I had no practice teaching
2 ☐ 4 weeks or less
3 ☐ 5–9 weeks
4 ☐ 10 weeks or more

YOUR COMMENTS

21. **In your first year of teaching, how well prepared were you to –**

		Not at all prepared	Somewhat prepared	Well prepared	Very well prepared
a. Handle a range of classroom management or discipline situations?	0129	1 ☐	2 ☐	3 ☐	4 ☐
b. Use a variety of instructional methods?	0130	1 ☐	2 ☐	3 ☐	4 ☐
c. Teach your subject matter?	0131	1 ☐	2 ☐	3 ☐	4 ☐
d. Use computers in classroom instruction?	0132	1 ☐	2 ☐	3 ☐	4 ☐
e. Plan lessons effectively?	0133	1 ☐	2 ☐	3 ☐	4 ☐
f. Assess students?	0134	1 ☐	2 ☐	3 ☐	4 ☐
g. Select and adapt curriculum and instructional materials?	0135	1 ☐	2 ☐	3 ☐	4 ☐

22. **In your first year of teaching, did you participate in a teacher induction program?**

If you are in your first year of teaching, please answer for THIS school year.

0136 1 ☐ Yes
2 ☐ No

23. **Did you receive the following kinds of support during your first year of teaching?**

If you are in your first year of teaching, please answer for THIS school year.

a. Reduced teaching schedule

0137 1 ☐ Yes
2 ☐ No

b. Reduced number of preparations

0138 1 ☐ Yes
2 ☐ No

c. Common planning time with teachers in your subject

0139 1 ☐ Yes
2 ☐ No

d. Seminars or classes for beginning teachers

0140 1 ☐ Yes
2 ☐ No

e. Extra classroom assistance (e.g., teacher aides)

0141 1 ☐ Yes
2 ☐ No

f. Regular supportive communication with your principal, other administrators, or department chair

0142 1 ☐ Yes
2 ☐ No

24. Were the following duties part of your first-year teaching assignment?

If you are in your first year of teaching, please answer for THIS school year.

a. Extracurricular assignments

0143 1 ☐ Yes
2 ☐ No

b. Travel to more than one school to teach

0144 1 ☐ Yes
2 ☐ No

c. Administrative duties (including lunchroom, hall, and recess duties)

0145 1 ☐ Yes
2 ☐ No

d. Classes with discipline problems

0146 1 ☐ Yes
2 ☐ No

25a. In your first year of teaching, did you work closely with a master or mentor teacher?

If you are in your first year of teaching, please answer for THIS school year.

0147 1 ☐ Yes
2 ☐ No → *GO to Section III on page 21.*

b. Was this teacher's subject area the same as yours?

0148 1 ☐ Yes
2 ☐ No

26. In your first year of teaching, to what extent did your master or mentor teacher help you?

If you are in your first year of teaching, please answer for THIS school year.

Not at all ← → To a great extent

0149 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

YOUR COMMENTS

III PROFESSIONAL DEVELOPMENT: Items 27–32

This section asks about various professional development activities and their impact.

27. In the past 12 months, have you participated in the following activities RELATED TO TEACHING?

a. University course(s) taken for recertification or advanced certification in your MAIN teaching assignment field or other teaching field, as reported in item 12 on page 15 and item 15b on page 16

Exclude courses taken for your initial certification in your main teaching assignment field or other teaching field(s).

0150 1 ☐ Yes
2 ☐ No

b. University course(s) in your MAIN teaching assignment field

Exclude courses taken for recertification or advanced certification.

0151 1 ☐ Yes
2 ☐ No

c. Observational visits to other schools

0152 1 ☐ Yes
2 ☐ No

d. Individual or collaborative research on a topic of interest to you professionally

0153 1 ☐ Yes
2 ☐ No

e. Regularly-scheduled collaboration with other teachers on issues of instruction

Exclude administrative meetings.

0154 1 ☐ Yes
2 ☐ No

f. Mentoring and/or peer observation and coaching, as part of a formal arrangement that is recognized or supported by the school or district

0155 1 ☐ Yes
2 ☐ No

g. Participating in a network of teachers (e.g., one organized by an outside agency or over the Internet)

0156 1 ☐ Yes
2 ☐ No

h. Attending workshops, conferences or training

0157 1 ☐ Yes
2 ☐ No

i. Workshops, conferences or training in which you were the presenter

0158 1 ☐ Yes
2 ☐ No

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28a. In the past 12 months, have you participated in any professional development activities that focused on in-depth study of the content in your MAIN teaching assignment field?

NOTE: Your main teaching assignment is the field in which you teach the most classes, as reported in item 12 on page 15.

0159
1 ☐ Yes
2 ☐ No → *GO to item 28b below.*

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0160
1 ☐ 8 hours or less
2 ☐ 9–16 hours
3 ☐ 17–32 hours
4 ☐ 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ← → Very useful

0161
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

28b. In the past 12 months, have you participated in any professional development activities that focused on content and performance standards in your MAIN teaching assignment field?

0162
1 ☐ Yes
2 ☐ No → *GO to item 28c on page 23.*

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0163
1 ☐ 8 hours or less
2 ☐ 9–16 hours
3 ☐ 17–32 hours
4 ☐ 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ← → Very useful

0164
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

28c. **In the past 12 months, have you participated in any professional development activities that focused on methods of teaching?**

0165
1 ☐ Yes
2 ☐ No → *GO to item 28d below.*

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0166
1 ☐ 8 hours or less
2 ☐ 9–16 hours
3 ☐ 17–32 hours
4 ☐ 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ←——→ Very useful

0167
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

28d. **In the past 12 months, have you participated in any professional development activities that focused on uses of computers for instruction?**

0168
1 ☐ Yes
2 ☐ No → *GO to item 28e on page 24.*

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0169
1 ☐ 8 hours or less
2 ☐ 9–16 hours
3 ☐ 17–32 hours
4 ☐ 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ←——→ Very useful

0170
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

28e. In the past 12 months, have you participated in any professional development activities that focused on student assessment, such as methods of testing, evaluation, performance assessment, etc?

0171
1 ☐ Yes
2 ☐ No → *GO to item 28f below.*

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0172
1 ☐ 8 hours or less
2 ☐ 9–16 hours
3 ☐ 17–32 hours
4 ☐ 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ←→ Very useful

0173
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

28f. In the past 12 months, have you participated in any professional development activities that focused on student discipline and management in the classroom?

0174
1 ☐ Yes
2 ☐ No → *GO to item 28g below.*

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0175
1 ☐ 8 hours or less
2 ☐ 9–16 hours
3 ☐ 17–32 hours
4 ☐ 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ←→ Very useful

0176
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

28g. In the past 12 months, have you participated in any professional development activities that focused on other topics not included in 28a-28f above?

0177
1 ☐ Yes → *Please specify the topic.*

5177 _____

2 ☐ No

29. Thinking about ALL of the professional development you have participated in over the past 12 months, how useful was it?

Not useful at all ←——→ Very useful

0178 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

30. For the professional development in which you participated in the last 12 months, did you receive the following types of support?

a. Release time from teaching (i.e., your regular teaching responsibilities were temporarily assigned to someone else)

0179 1 ☐ Yes

2 ☐ No

b. Scheduled time in the contract year for professional development

0180 1 ☐ Yes

2 ☐ No

c. Stipend for professional development activities that took place outside regular work hours

0181 1 ☐ Yes

2 ☐ No

d. Full or partial reimbursement of college tuition

0182 1 ☐ Yes

2 ☐ No

e. Reimbursement for conference or workshop fees

0183 1 ☐ Yes

2 ☐ No

f. Reimbursement for travel and/or daily expenses

0184 1 ☐ Yes

2 ☐ No

YOUR COMMENTS

31. **As a result of completing these professional development activities, did you receive the following rewards?**

a. **Credits towards re-certification or advanced certification in your main teaching assignment field or other teaching field(s)**

0185 1 ☐ Yes

2 ☐ No

b. **Increase in salary or other pay increases as a result of participating in professional development activities**

0186 1 ☐ Yes

2 ☐ No

c. **Recognition or higher ratings on an annual teacher evaluation**

0187 1 ☐ Yes

2 ☐ No

32. **From the list of topics below, select the three that are your top priorities for YOUR OWN additional professional development.**

1 – Student discipline and behavior problems
2 – Teaching students with special needs (e.g., limited-English proficient, special education)
3 – Use of technology in instruction
4 – My main subject field
5 – Content and performance standards in my subject area
6 – Methods of teaching
7 – Student assessment

➧ *Enter the appropriate code (1–7) for each priority.*

0188 ☐ First priority

0189 ☐ Second priority

0190 ☐ Third priority

YOUR COMMENTS

IV CLASS ORGANIZATION: Items 33–38

This section asks about your meetings with other teachers and the organization of classes in your school.

33. In which grades are the students in the classes you currently teach at THIS school?

If you teach at more than one school, report only for the classes you teach at THIS SCHOOL.

Mark (X) all that apply.

0191 1 ☐ Ungraded	0195 1 ☐ 2nd	0199 1 ☐ 6th	0203 1 ☐ 10th
0192 1 ☐ Prekindergarten	0196 1 ☐ 3rd	0200 1 ☐ 7th	0204 1 ☐ 11th
0193 1 ☐ Kindergarten	0197 1 ☐ 4th	0201 1 ☐ 8th	0205 1 ☐ 12th
0194 1 ☐ 1st	0198 1 ☐ 5th	0202 1 ☐ 9th	

34a. Which category best describes the way YOUR classes at this school are organized?

Mark (X) only one box.

0206

1 ☐ **Departmentalized Instruction** – You teach subject matter courses (e.g., biology, history, keyboarding) to several classes of different students all or most of the day.

2 ☐ **Elementary Enrichment Class** – You teach **only one** subject (e.g., art, music, physical education, computer skills) in an **elementary** school.

3 ☐ **Self-Contained Class** – You teach multiple subjects to the same class of students all or most of the day.

4 ☐ **Team Teaching** – You collaborate with one or more teachers in teaching multiple subjects to the same class of students.

5 ☐ **"Pull-Out" Class** – You provide instruction (e.g., special education, reading) to certain students who are released from their regular classes.

b. Which box did you mark in item 34a above?

0207

1 ☐ Box 1 or 2 → *GO to item 37 on page 29.*

2 ☐ Box 3, 4, or 5 → *Continue with item 35 below.*

35. At THIS school, what is the total number of students enrolled in the class you taught during your most recent FULL WEEK of teaching?

If you teach two or more classes per day, please enter the average number of students in a class or section.

0208 ☐☐☐ Students

YOUR COMMENTS

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36. During your most recent FULL WEEK of teaching, approximately how many hours did you spend teaching each of these subjects at THIS school?

If you taught two or more subjects at the same time, apportion the time to each subject as best you can. Report hours to the nearest whole hour; do not record fractions or minutes. If you did not teach a particular subject during the week, mark (X) the "None" box.

a. English/Reading /Language arts

0209 [ ][ ] Hours per week

0 ☐ None

b. Arithmetic/Mathematics

0210 [ ][ ] Hours per week

0 ☐ None

c. Social studies/History

0211 [ ][ ] Hours per week

0 ☐ None

d. Science

0212 [ ][ ] Hours per week

0 ☐ None

GO to Section V on page 33

YOUR COMMENTS

37. **During your MOST RECENT FULL WEEK of teaching, how many separate classes (or sections) did you teach AT THIS SCHOOL?**

Do not include:
- Homeroom periods
- Study halls
- Classes (or sections) taught at any other school

If you teach two or more classes (or sections) of the same subject (e.g., algebra I) to different groups of students at this school, count them as separate classes (or sections).

EXAMPLE:

(1) If you teach chemistry to two classes (or sections) of students and physics to two classes (or sections) of students, you would report 4 classes (or sections).

(2) If you teach English III to four classes (or sections) of students and journalism to one class (or section), you would report 5 classes (or sections).

(3) If you teach drama to one class (or section) of students at THIS school and English IV to two classes (or sections) of students at ANOTHER school, you would report 1 class (or section).

0213 [ ][ ] Number of classes (or sections)

YOUR COMMENTS

TABLE 3. SUBJECT MATTER CODES FOR QUESTION 38

Vocational Education

01 Accounting
02 Agriculture or natural resources
03 Business/office
04 Career education
05 Child care
06 Communications technologies
07 Cosmetology
08 Food services
09 Health occupations
10 Keyboarding
11 Trades and industry (e.g., CADD, electronics repair, mechanics, precision production)
12 Vocational family and consumer science
13 Other vocational-technical education

English or Language Arts

14 Literature
15 Composition/journalism/creative writing
16 English as a Second Language
17 Reading
18 Other English/language arts courses

Foreign Languages

19 French
20 German
21 Latin
22 Russian
23 Spanish
24 Other foreign languages

Mathematics

25 Algebra, elementary
26 Algebra, intermediate
27 Algebra, advanced
28 Analytic geometry
29 Basic and general mathematics
30 Business and applied math
31 Calculus
32 Geometry
33 Integrated math
34 Pre-algebra
35 Pre-calculus
36 Statistics and probability
37 Trigonometry
38 Other math

Computer Science

39 Computer awareness/applications
40 Computer programming
41 Other computer science

Natural Science

42 Biology or life science
43 Chemistry
44 Integrated science
45 Geology/earth science/space science
46 Physics
47 Other physical science
48 Other natural science

Social Science

49 Social studies
50 Civics
51 Economics
52 Geography
53 History
54 Political science/government
55 Psychology
56 Sociology/social organization
57 World civilization
58 Other social science

Visual and Performing Arts

59 Arts and crafts
60 Filmmaking and photography
61 Chorus
62 Band
63 Drama/theater/dance
64 Music
65 Other visual/performing arts

Other Areas

66 Driver education
67 Health education
68 Nonvocational family and consumer science (home economics)
69 Philosophy
70 Physical education
71 Religion
72 Other courses not elsewhere classified

38. For each class (or section) that you taught during your MOST RECENT FULL WEEK of teaching at this school –

Please complete a line of the table below for each class (or section) that you taught. The number of lines filled should equal the number of classes (or sections) reported in item 37.

a. What subject did you teach? *Record the appropriate subject matter code and the name of the subject from Table 3 on page 30.*		b. How many students were enrolled in the class (or section)? Students
Example: Code 25	Subject Algebra, elementary	33
0214 (1) Code	5214 Subject	0215 Students
0216 (2) Code	5216 Subject	0217 Students
0218 (3) Code	5218 Subject	0219 Students
0220 (4) Code	5220 Subject	0221 Students
0222 (5) Code	5222 Subject	0223 Students
0224 (6) Code	5224 Subject	0225 Students
0226 (7) Code	5226 Subject	0227 Students
0228 (8) Code	5228 Subject	0229 Students
0230 (9) Code	5230 Subject	0231 Students
0232 (10) Code	5232 Subject	0233 Students

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38. Continued –

For each class (or section) that you taught during your MOST RECENT FULL WEEK of teaching at this school –

a. What subject did you teach? *Record the appropriate subject matter code and the name of the subject from Table 3 on page 30.*		**b. How many students were enrolled in the class (or section)?**
0234 (11) Code ☐☐	Subject 5234 _____	Students 0235 ☐☐☐
0236 (12) Code ☐☐	Subject 5236 _____	Students 0237 ☐☐☐
0238 (13) Code ☐☐	Subject 5238 _____	Students 0239 ☐☐☐
0240 (14) Code ☐☐	Subject 5240 _____	Students 0241 ☐☐☐
0242 (15) Code ☐☐	Subject 5242 _____	Students 0243 ☐☐☐

YOUR COMMENTS

V RESOURCES AND ASSESSMENT OF STUDENTS: Items 39–50

This set of questions asks about different types of students, the resources provided for teaching them, and your use of student assessment scores.

39a. Of all the students you teach at this school, how many have disabilities or are special education students, that is, how many have an Individual Education Plan (IEP)?

0244 ☐☐☐ Students with an IEP

0 ☐ None → *GO to item 41 below.*

b. Do you or these students receive the following types of support in your classroom?

(1) Special aide or personal assistant

0245 1 ☐ Yes
2 ☐ No

(2) Consulting/itinerant teacher

0246 1 ☐ Yes
2 ☐ No

(3) Accommodations such as more time on tests or behavioral management plan

0247 1 ☐ Yes
2 ☐ No

40. In the last 3 years, have you had 8 hours or more of training or professional development on how to teach special education students?

0248 1 ☐ Yes
2 ☐ No

41. Of all the students you teach at this school, how many are of limited-English proficiency?

(Students of limited-English proficiency are those whose native or dominant language is other than English, and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

0249 ☐☐☐ Students

0 ☐ None → *GO to item 43 on page 34.*

42. In the last 3 years, have you had 8 hours or more of training or professional development on how to teach limited-English proficient students?

0250 1 ☐ Yes
2 ☐ No

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43. **Are you a Title I teacher, that is, are you paid in full or in part by federal funds under the Elementary and Secondary Education Act?**

0251 1 ☐ Yes
2 ☐ No

44. **Using the scale 1–5 where 1 is "Not at all" and 5 is "To a great extent," to what extent do you use state or district standards to guide your instructional practice in your main teaching assignment field?**

Not at all ←——→ To a great extent

0252 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

45. **Do you use different groupings of students in your classroom to teach students who learn at different rates?**

0253 1 ☐ Yes
2 ☐ No

46. **Are students assigned to your classes on the basis of achievement or ability level?**

0254 1 ☐ Yes
2 ☐ No

47a. **Do you receive your students' scores on state or local achievement tests?**

0255 1 ☐ Yes
2 ☐ No → *GO TO item 48 below.*

b. **Using the scale 1–5, where 1 is "Not at all" and 5 is "To a great extent," to what extent do you use the information from your students' test scores –**

Mark (X) one box on each line.

		Not at all ←——→ To a great extent
(1) To group students into different instructional groups by achievement or ability?	0256	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
(2) To assess areas where you need to strengthen your content knowledge or teaching practice?	0257	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
(3) To adjust your curriculum in areas where your students encountered problems?	0258	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

48. **Do students in any of your classes use computers during class time?**

0259 1 ☐ Yes → *Continue with item 49 on next page.*
2 ☐ No → *GO to Section VI on page 37.*

49. **In your MAIN teaching assignment field** *(reported in item 12 on page 15)*, **do students in your classes use computers during class time?**

0260
1 ☐ Yes
2 ☐ No → *GO to Section VI on page 37.*

50. **In answering items 50a–e below, first designate one of your classes in your MAIN teaching assignment field that uses computers during class time. Items 50a–e refer to this designated class.**

How to designate a class:

- *If you are responsible for a **single class** or group of students all day, such as an elementary school teacher may be, make this **the designated class**.*
- *If you are responsible for **multiple classes** or groups of students, such as a content area or special education teacher may be, make a **typical class or group you teach in your main teaching assignment field** the designated class.*

a. How many computers are located in the classroom where you teach this designated class?

0261
☐☐ Computers
0 ☐ None → *GO to item 50c below.*

b. How many of the computers located in this classroom currently have access to the Internet?

0262
☐☐ Computers
0 ☐ None

c. During your MOST RECENT TWO FULL WEEKS of teaching, how many times did this designated class meet?

0263
☐☐ Times

d. Did this designated class use computers within the MOST RECENT TWO FULL WEEKS?

0264
1 ☐ Yes → *Continue with item 50e on next page.*
2 ☐ No → *GO to Section VI on page 37.*

YOUR COMMENTS

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50e. **During your MOST RECENT TWO FULL WEEKS of teaching this designated class, in how many of the class meeting times did students use computers to –**

(1) Learn about course subject matter?

0285 ☐☐ Times

0 ☐ None

(2) Practice and master skills?

0286 ☐☐ Times

0 ☐ None

(3) Solve problems?

0287 ☐☐ Times

0 ☐ None

(4) Work collaboratively with other students in the same classroom?

0288 ☐☐ Times

0 ☐ None

(5) Produce multimedia or video reports/projects?

0289 ☐☐ Times

0 ☐ None

(6) Do word processing?

0290 ☐☐ Times

0 ☐ None

(7) Correspond with experts, authors, or students from other schools via e-mail or the Internet?

0291 ☐☐ Times

0 ☐ None

(8) Other – *Please specify.* →

5272 _____

0292 ☐☐ Times

0 ☐ None

VI WORKING CONDITIONS: Items 51–56

This section asks about the hours you spend at your teaching assignment at THIS school, and about safety at THIS school.

51. How many hours were you required to be at THIS school during your MOST RECENT FULL WEEK of teaching?

Report in whole hours, not fractions or minutes.

0273 [ ][ ] Hours

52. In your MOST RECENT FULL WEEK of teaching, how much scheduled school time did you have for planning?

Please report the hours and minutes, e.g., 1 hour and 15 minutes, 2 hours and 0 minutes, 0 hours and 45 minutes, etc.

0274 [ ][ ] Hours

AND

0275 [ ][ ] Minutes

53. During your MOST RECENT FULL WEEK of teaching, how many hours did you spend AFTER school, BEFORE school, and ON THE WEEKEND on each of the following types of activities?

Report in whole hours, not fractions or minutes.

a. School-related activities involving student interaction, such as coaching, field trips, tutoring, transporting students

0276 [ ][ ] Hours in the most recent full week

b. Other school-related activities, such as preparation, grading papers, parent conferences, attending meetings

0277 [ ][ ] Hours in the most recent full week

54. During your MOST RECENT FULL WEEK of teaching at THIS school –

a. How many students in the class(es) you teach were tardy?

0278 [ ][ ] Students

0 ☐ None

b. How many times did you have to interrupt your class(es) to deal with student misbehavior or disruption?

0279 [ ][ ] Times

0 ☐ None

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55a. Has a student FROM THIS SCHOOL ever threatened to injure you?

0280
1 ☐ Yes
2 ☐ No → *GO to item 56a below.*

b. Has a student threatened to injure you IN THE PAST 12 MONTHS?

0281
1 ☐ Yes
2 ☐ No → *GO to item 56a below.*

c. In the past 12 months, how many times has a student threatened to injure you?

0282 ☐☐ Times

56a. Has a student FROM THIS SCHOOL ever physically attacked you?

0283
1 ☐ Yes
2 ☐ No → *GO to Section VII on page 39.*

b. Has a student physically attacked you IN THE PAST 12 MONTHS?

0284
1 ☐ Yes
2 ☐ No → *GO to Section VII on page 39.*

c. In the past 12 months, how many times has a student physically attacked you?

0285 ☐☐ Times

YOUR COMMENTS

VII

DECISION MAKING: Items 57–61
This section asks about your influence on staffing, budgeting and instructional policies, and your perception of various issues about teaching.

57. Using the scale of 1—5, where 1 means "No influence" and 5 means "A great deal of influence," how much actual influence do you think teachers have over school policy AT THIS SCHOOL in each of the following areas?

		No influence ←				→ A great deal of influence
a. Setting performance standards for students of this school	0286	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Establishing curriculum	0287	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Determining the content of in-service professional development programs	0288	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Evaluating teachers	0289	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Hiring new full- time teachers	0290	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Setting discipline policy	0291	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Deciding how the school budget will be spent	0292	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

58. Using the scale of 1—5, where 1 means "No control" and 5 means "Complete control," how much control do you think you have IN YOUR CLASSROOM at this school over each of the following areas of your planning and teaching?

		No control ←				→ Complete control
a. Selecting textbooks and other instructional materials	0293	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Selecting content, topics, and skills to be taught	0294	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Selecting teaching techniques	0295	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Evaluating and grading students	0296	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Disciplining students	0297	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Determining the amount of homework to be assigned	0298	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

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59. Do you agree or disagree with each of the following statements?

Mark (X) one box on each line.

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
a. The principal lets staff members know what is expected of them.	0299	1 ☐	2 ☐	3 ☐	4 ☐
b. The school administration's behavior toward the staff is supportive and encouraging.	0300	1 ☐	2 ☐	3 ☐	4 ☐
c. I am satisfied with my teaching salary.	0301	1 ☐	2 ☐	3 ☐	4 ☐
d. The level of student misbehavior in this school (such as noise, horseplay or fighting in the halls, cafeteria or student lounge) interferes with my teaching.	0302	1 ☐	2 ☐	3 ☐	4 ☐
e. I receive a great deal of support from parents for the work I do.	0303	1 ☐	2 ☐	3 ☐	4 ☐
f. Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff.	0304	1 ☐	2 ☐	3 ☐	4 ☐
g. Routine duties and paperwork interfere with my job of teaching.	0305	1 ☐	2 ☐	3 ☐	4 ☐
h. My principal enforces school rules for student conduct and backs me up when I need it.	0306	1 ☐	2 ☐	3 ☐	4 ☐
i. The principal talks with me frequently about my instructional practices.	0307	1 ☐	2 ☐	3 ☐	4 ☐
j. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	0308	1 ☐	2 ☐	3 ☐	4 ☐
k. Most of my colleagues share my beliefs and values about what the central mission of the school should be.	0309	1 ☐	2 ☐	3 ☐	4 ☐

59. Continued –

Do you agree or disagree with each of the following statements?

Mark (X) one box on each line.

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
l. The principal knows what kind of school he/she wants and has communicated it to the staff.	0310	1 ☐	2 ☐	3 ☐	4 ☐
m. There is a great deal of cooperative effort among the staff members.	0311	1 ☐	2 ☐	3 ☐	4 ☐
n. In this school, staff members are recognized for a job well done.	0312	1 ☐	2 ☐	3 ☐	4 ☐
o. I worry about the security of my job because of the performance of my students on state or local tests.	0313	1 ☐	2 ☐	3 ☐	4 ☐
p. I am given the support I need to teach students with special needs.	0314	1 ☐	2 ☐	3 ☐	4 ☐
q. I am satisfied with my class size(s).	0315	1 ☐	2 ☐	3 ☐	4 ☐
r. I make a conscious effort to coordinate the content of my courses with that of other teachers.	0316	1 ☐	2 ☐	3 ☐	4 ☐
s. The amount of student tardiness and class cutting in this school interferes with my teaching.	0317	1 ☐	2 ☐	3 ☐	4 ☐
t. I sometimes feel it is a waste of time to try to do my best as a teacher.	0318	1 ☐	2 ☐	3 ☐	4 ☐
u. I plan with the library media specialist/librarian for the integration of library media services into my teaching.	0319	1 ☐	2 ☐	3 ☐	4 ☐
v. I am generally satisfied with being a teacher at this school.	0320	1 ☐	2 ☐	3 ☐	4 ☐

60. To what extent is each of the following a problem in this school? Indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in this school.

		Serious problem	Moderate problem	Minor problem	Not a problem
a. Student tardiness	0321	1 ☐	2 ☐	3 ☐	4 ☐
b. Student absenteeism	0322	1 ☐	2 ☐	3 ☐	4 ☐
c. Teacher absenteeism	0323	1 ☐	2 ☐	3 ☐	4 ☐
d. Students cutting class	0324	1 ☐	2 ☐	3 ☐	4 ☐
e. Physical conflicts among students	0325	1 ☐	2 ☐	3 ☐	4 ☐
f. Robbery or theft	0326	1 ☐	2 ☐	3 ☐	4 ☐
g. Vandalism of school property	0327	1 ☐	2 ☐	3 ☐	4 ☐
h. Student pregnancy	0328	1 ☐	2 ☐	3 ☐	4 ☐
i. Student use of alcohol	0329	1 ☐	2 ☐	3 ☐	4 ☐
j. Student drug abuse	0330	1 ☐	2 ☐	3 ☐	4 ☐
k. Student possession of weapons	0331	1 ☐	2 ☐	3 ☐	4 ☐
l. Student disrespect for teachers	0332	1 ☐	2 ☐	3 ☐	4 ☐
m. Students dropping out	0333	1 ☐	2 ☐	3 ☐	4 ☐
n. Student apathy	0334	1 ☐	2 ☐	3 ☐	4 ☐
o. Lack of parent involvement	0335	1 ☐	2 ☐	3 ☐	4 ☐
p. Poverty	0336	1 ☐	2 ☐	3 ☐	4 ☐
q. Students come to school unprepared to learn	0337	1 ☐	2 ☐	3 ☐	4 ☐
r. Poor student health	0338	1 ☐	2 ☐	3 ☐	4 ☐

61a. If you could go back to your college days and start over again, would you become a teacher or not?

Mark (X) only one box.

0339
1 ☐ Certainly would become a teacher
2 ☐ Probably would become a teacher
3 ☐ Chances about even for and against
4 ☐ Probably would not become a teacher
5 ☐ Certainly would not become a teacher

b. How long do you plan to remain in teaching?

Mark (X) only one box.

0340
1 ☐ As long as I am able
2 ☐ Until I am eligible for retirement
3 ☐ Will probably continue unless something better comes along
4 ☐ Definitely plan to leave teaching as soon as I can
5 ☐ Undecided at this time

YOUR COMMENTS

VIII GENERAL EMPLOYMENT INFORMATION: Items 62–67

This section requests information about your terms of employment and selected demographics.

62. The following questions refer to your before-tax earnings from teaching and other employment.

Record earnings in whole dollars.

a. DURING THE SUMMER OF 1999, did you have any earnings from –

(1) Teaching summer school in this or any other school?

0341 1 ☐ Yes → **How much?** 0342 $ _____.00

2 ☐ No

(2) Working in a nonteaching job in this or any other school?

0343 1 ☐ Yes → **How much?** 0344 $ _____.00

2 ☐ No

(3) Working in any NONSCHOOL job?

0345 1 ☐ Yes → **How much?** 0346 $ _____.00

2 ☐ No

b. DURING THE CURRENT SCHOOL YEAR –

(1) What is your academic year base teaching salary?

0347 $ _____.00 Per year

(2) Do you, or will you, earn any additional compensation from this school, or an organization with which it is affiliated, for extracurricular or additional activities such as coaching, student activity sponsorship, or teaching evening classes?

0348 1 ☐ Yes → **How much?** 0349 $ _____.00

2 ☐ No

(3) Have you earned income from any OTHER school sources this year, such as a merit pay bonus, etc.?

Do not report any earnings already reported.

0350 1 ☐ Yes → **How much?** 0351 $ _____.00

2 ☐ No

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62b. Continued –

DURING THE CURRENT SCHOOL YEAR –

(4) Do you, or will you, earn additional compensation from working in any job OUTSIDE this school?

0353

0352 1 ☐ Yes → **How much?** $ _____ .00

2 ☐ No → *GO to item 63 below.*

(5) Which of these best describes this job OUTSIDE this school?

Mark (X) only one box.

0354 1 ☐ Teaching or tutoring

2 ☐ Nonteaching, but related to teaching field

3 ☐ Other

63. Are you a member of a teachers' union or an employee association similar to a union?

0355 1 ☐ Yes

2 ☐ No

64. Are you male or female?

0356 1 ☐ Male

2 ☐ Female

65a. What is your race?

Mark (X) only one box.

0357 1 ☐ American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)

2 ☐ Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)

3 ☐ Black

4 ☐ White

GO to item 66 below.

b. Are you enrolled in a state or federally recognized tribe?

0358 1 ☐ Yes

2 ☐ No

66. Are you of Hispanic origin?

0359 1 ☐ Yes

2 ☐ No

67. What is your year of birth?

0360 1 9 _ _ Year

FORM SASS 4C (11-26-99)

IX CONTACT INFORMATION: Items 68–71

This section concludes the survey.

68. The survey you have completed may involve a brief follow-up at a later time in order to gain information on teachers' movements in the labor force. The following information would assist us in contacting you if you have moved or changed jobs.

Please PRINT your name, your spouse's name (if applicable), your home address, your telephone number, and the most convenient time to reach you.

a. Your name

b. Spouse's full name *(if applicable)*

c. Street address

d. City

e. State

f. ZIP Code + 4

g. Home telephone

Area Code — Number

h. In whose name is the telephone number listed?

Mark (X) only one box.

1 ☐ My name

2 ☐ Other – *Specify name* →

i. Best day(s) to reach you

Enter Mon, Tue, etc., as appropriate.

Days

j. Best time of day to reach you

1 ☐ a.m.

2 ☐ p.m.

FORM SASS-4C (11-26-99)

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69. What are the names and addresses of two other people who would know where to get in touch with you during the coming years? Please do not list more than one person who now lives with you. Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.) in section b.

(1) First Person

a. Name

b. Relationship to you

c. Street address

d. City

e. State

f. ZIP Code + 4

—

g. Home telephone
Area Code Number

— —

h. In whose name is the telephone number listed?

● *Mark (X) only one box.*

1 ☐ Name entered in part a

2 ☐ Other – *Specify name* →

69. Continued –

What is the name and address of another person who would know where to get in touch with you during the coming years? Remember to record the relationship of this person to you (for example, parent, friend, sister, cousin, etc.) in section b.

(2) Second Person

a. Name

b. Relationship to you

c. Street address

d. City

e. State

f. ZIP Code + 4

g. Home telephone
Area Code Number

h. In whose name is the telephone number listed?

● *Mark (X) only one box.*

1 ☐ Name entered in part a

2 ☐ Other – *Specify name* →

70. Please indicate how much time it took you to complete this form, not counting interruptions.

Please record the time in minutes, e.g., 40 minutes, 65 minutes, etc.

0361 ☐☐☐ Minutes

71. Please enter the date you completed this questionnaire.

Month Day Year

0362 ☐☐ ☐☐ ☐☐☐☐

Thank you very much for your participation in this survey.

Please return this survey in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

Find out more about the Schools and Staffing Survey (SASS) and information about teachers in Bureau of Indian Affairs (BIA) schools that was collected in the last survey. See SASS on the World Wide Web at:

http://nces.ed.gov/surveys/sass

Look for the report "Characteristics of American Indian and Alaska Native Education" under Publications (NCES 96-124).

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary and international education are available from the NCES Web site at:

http://nces.ed.gov

For additional data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

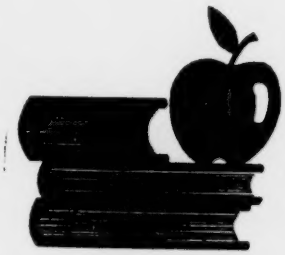
http://www.fedstats.gov

OMB No. 1850-0598 Approval Expires 09/30/2001

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by:
U.S. DEPARTMENT OF COMMERCE
Economics and Statistics Administration
U.S. CENSUS BUREAU

PUBLIC CHARTER SCHOOL TEACHER QUESTIONNAIRE
SCHOOLS AND STAFFING SURVEY
1999–2000 SCHOOL YEAR



(Please correct any errors in name, address, and ZIP Code.)

NOTICE

This report is authorized by law (20 U.S. Code 9003). The results will be reported in statistical summaries.

FORM **SASS-4D**
(12-1-99)

DEAR TEACHER:

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in this survey. The U.S. Census Bureau is conducting this survey by the authority of Section 405(b) of the National Education Statistics Act of 1994, as amended (20 USC 9003).

WHY IS NCES SPONSORING THIS SURVEY?

The purpose of this survey is to obtain information about teachers, such as teaching field, teaching workload, and teaching experience. We will report your data only in statistical summaries so that individuals cannot be identified.

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?

We are conducting this survey with only a sample of teachers. Therefore, the value of your individual contribution is greatly increased because it represents many other teachers. We encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Please return your completed questionnaire in the enclosed envelope. If you do not have the return envelope, please call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
ATTN: CPB
1201 E. 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT.

SINCERELY,

Gary W. Phillips

GARY W. PHILLIPS
ACTING COMMISSIONER OF EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 40 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns about the content of this questionnaire, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

INSTRUCTIONS

a.

b.

The person named on the label –

0050 1 ☐ Has transferred to another school

2 ☐

3 ☐

4 ☐ Has retired

5 ☐ Is deceased

Please STOP now and return this questionnaire to the U.S. Census Bureau. Thank you for your time.

c.

We suggest using a pencil or a ballpoint pen to answer this questionnaire.

If you have any questions, call the Census Bureau at 1-800-221-1204. Someone will be available to take your call Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern time).

Please keep count of the time you spend completing this questionnaire. At the end of the survey, you are asked to record the amount of time needed to complete it. Please record the time you begin.

☐☐ : ☐☐ Time started

YOUR COMMENTS

I GENERAL INFORMATION: Items 1-7

This section asks for general information about your teaching and other experiences, and whether or not your current school is a public charter school.

1a. How do you classify your main assignment at THIS school, that is, the activity at which you spend most of your time during this school year?

Mark (X) only one box.

0051

1 ☐ Regular full-time teacher

2 ☐ Regular part-time teacher

3 ☐ Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)

4 ☐ Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute)

5 ☐ Short-term substitute

6 ☐ Student teacher

7 ☐ Teacher aide

8 ☐ Administrator (e.g., principal, assistant principal, director, school head)

9 ☐ Library media specialist or librarian

10 ☐ Other professional staff (e.g., counselor, curriculum coordinator, social worker)

11 ☐ Support staff (e.g., secretary)

b. Which box did you mark in item 1a above?

0052

1 ☐ Box 1 → *GO to item 3 on page 6.*

2 ☐ Box 2, 3 or 4 → *GO to item 2 on page 6.*

3 ☐ Box 5, 6 or 7 → ***Please STOP now and return this questionnaire to the Census Bureau. Thank you for your time.***

4 ☐ Box 8, 9, 10 or 11

c. Do you TEACH any regularly-scheduled class(es) at this school?

If you work as a library media specialist or librarian at this school, do not include classes in which you teach students how to use the library (e.g., library skills or library research).

0053

1 ☐ Yes → *GO to item 2 on page 6.*

2 ☐ No → ***Please STOP now and return this questionnaire to the Census Bureau. Thank you for your time.***

2. How much time do you work as a TEACHER at THIS school?

Mark (X) only one box.

0064
1 ☐ Full time
2 ☐ 3/4 time or more, but less than full time
3 ☐ 1/2 time or more, but less than 3/4 time
4 ☐ 1/4 time or more, but less than 1/2 time
5 ☐ Less than 1/4 time

3a. Is this school a public charter school?

(A public charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A charter school may previously have been a public or private school.)

0065
1 ☐ Yes
2 ☐ No → *GO to item 4a on page 7.*

b. Is this public charter school a newly created school or was it originally all or part of a pre-existing public or private school?

Mark (X) only one box.

0066
1 ☐ A newly created school → *GO to item 4a on page 7.*
2 ☐ All or part of a pre-existing public or private school
3 ☐ Don't know → *GO to item 4a on page 7.*

c. Were you teaching at this school before it became a charter school?

0067
1 ☐ Yes
2 ☐ No → *GO to item 4a on page 7.*

d. Did you support this school's conversion to a charter school?

0068
1 ☐ Yes
2 ☐ No

YOUR COMMENTS

4a. What was your MAIN activity LAST school year?

Mark (X) only one box.

0059
1 ☐ Teaching in this school
2 ☐ Teaching in another elementary or secondary public CHARTER school IN THIS STATE
3 ☐ Teaching in a public elementary or secondary school which is NOT a charter school, IN THIS STATE
4 ☐ Teaching in a public elementary or secondary school, charter or noncharter, in ANOTHER STATE
5 ☐ Teaching in a PRIVATE elementary or secondary school
6 ☐ Student at a college or university
7 ☐ Teaching in a preschool
8 ☐ Teaching at a college or university
9 ☐ Working in a position in the field of education, but not as a teacher
10 ☐ Working in an occupation outside the field of education
11 ☐ Caring for family members
12 ☐ Military service
13 ☐ Unemployed and seeking work
14 ☐ Retired from another job
15 ☐ Other – *Please specify*

5059 _____

b. Did you mark box 10 (Working in an occupation outside the field of education) in item 4a?

0060
1 ☐ Yes
2 ☐ No → *GO to item 5 on page 8.*

c. What kind of work were you doing?

Please record your job title: for example, electrical engineer, cashier, typist, farmer, loan officer.

5061 _____ Job title

0061 ☐☐☐ **Office use only**

4d. What were your most important activities or duties at that job?

For example, data entry, selling cars, driving delivery truck, caring for livestock.

9061 _____

e. In addition to this main activity, were you also teaching in one or more of grades K-12 last school year?

0062
1 ☐ Yes
2 ☐ No → *GO to item 5 below.*

f. How would you classify that teaching position?

Mark (X) only one box.

0063
1 ☐ Regular full-time teacher
2 ☐ Regular part-time teacher
3 ☐ Substitute teacher
4 ☐ Itinerant teacher
5 ☐ Other – *Please specify*

5063 _____

5. In what year did you begin teaching in THIS school?

If your assignment at this school has included a break in service of one year or more, please report the year that you returned to this school from your most recent break in service.

Do not include time spent as a student teacher.

0064 | 1 | 9 | | | Year

YOUR COMMENTS

6a. How many years have you worked as a FULL-TIME elementary or secondary teacher in CHARTER schools or other public schools?

Include the current school year if you are a full-time teacher this year. Record whole years, not fractions or months.

0065 [ ][ ] Year(s)

o ☐ None

b. How many years have you worked as a PART-TIME elementary or secondary teacher in CHARTER schools or other public schools?

Include the current school year if you are a part-time teacher this year. Record whole years, not fractions or months.

0066 [ ][ ] Year(s)

o ☐ None

7a. Have you ever worked as an elementary or secondary teacher in a PRIVATE SCHOOL?

0067 1 ☐ Yes

2 ☐ No → *GO to item 8a on page 11.*

b. How many years did you teach FULL-TIME in private schools?

Record whole years, not fractions or months.

0068 [ ][ ] Year(s)

o ☐ None

c. How many years did you teach PART-TIME in private schools?

Record whole years, not fractions or months.

0069 [ ][ ] Year(s)

o ☐ None

TABLE 1. MAJOR AND MINOR FIELD OF STUDY CODES
For questions 8, 10, and 11

EDUCATION FIELDS

General Education

01 Early childhood education or pre-elementary education
02 Prekindergarten
03 Kindergarten
04 Elementary education
05 Secondary education

Education - Subject Areas

06 Agricultural education
07 Art education
08 Bilingual education
09 Business education
10 Cross-cultural education
11 English as a Second Language education
12 English/language arts education
13 Family and consumer science education
14 Foreign languages education
15 Health education
16 Indian education (Native American)
17 Mathematics education
18 Music education
19 Physical education
20 Reading education
21 Religious education
22 Science education
23 Social studies/social science education
24 Trades and industry/industrial arts education

Special Education

25 Special education, general
26 Autism
27 Deaf and hard-of-hearing
28 Developmentally delayed
29 Early childhood special education
30 Emotionally disturbed or behavior disorders
31 Learning disabilities
32 Mentally retarded
33 Mildly or moderately disabled
34 Orthopedically impaired
35 Severely or profoundly disabled
36 Speech or language impaired
37 Traumatically brain injured
38 Visually impaired
39 Other special education

Other Education

40 Counseling and guidance
41 Curriculum and instruction
42 Educational administration
43 Educational psychology
44 Other education

GENERAL FIELDS

Arts

45 Art, fine and applied
46 Drama or theater
47 Music
48 Other visual/performing arts

English

49 English literature or composition
50 Communications or journalism

Foreign Languages

51 French
52 German
53 Latin
54 Russian
55 Spanish
56 Other languages

Mathematics

57 Mathematics
58 Statistics

Natural Sciences

59 Biology/Life science
60 Chemistry
61 Geology/Earth science
62 Physics
63 Other natural sciences

Other Areas

64 Agriculture and natural resources
65 American Indian/Native American studies
66 Architecture, environmental design
67 Business and management
68 Computer science
69 Engineering
70 Family and consumer science (home economics)
71 General studies
72 Health professions and occupations
73 Humanities
74 Law
75 Library and information science
76 Military science
77 Multi- or interdisciplinary studies
78 Philosophy
79 Public administration or service
80 Religion or theology
81 Other area or ethnic studies

Social Sciences

82 Economics
83 History
84 Political science and government
85 Psychology
86 Sociology
87 Other social sciences

88 **All Other Areas**

II CERTIFICATION AND TRAINING INFORMATION: Items 8-26

This section asks for information on your certification, academic degrees, preparation programs and other formal training.

8a. Do you have a bachelor's degree?

0070 1 ☐ Yes
2 ☐ No → *GO to item 11a on page 13.*

b. In what year did you receive your bachelor's degree?

0071 ☐☐☐☐ Year

c. What was your major field of study?

Record the field of study code and the field name from Table 1 on page 10.

0072 Code ☐☐ 5072 Major field _____

d. Did you have a second major field of study?

0073 1 ☐ Yes
2 ☐ No → *GO to item 8f below.*

e. What was your second major field of study?

Record the field of study code and the field name from Table 1 on page 10.

0074 Code ☐☐ 5074 Second major field _____

f. Did you have a minor field of study?

0075 1 ☐ Yes
2 ☐ No → *GO to item 9a below.*

g. What was your minor field of study?

Record the field of study code and the field name from Table 1 on page 10.

0076 Code ☐☐ 5076 Minor field _____

9a. What is the name of the college or university where you earned your bachelor's degree?

5077 Name of college or university _____

0077 ☐☐☐☐☐☐ **Office use only**

b. In what city and state is it located?

5078 City _____ State _____

0079 0 ☐ Located outside United States

0078 ☐☐ **Office use only**

FORM SASS 40 (12-1-98)

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10a. Do you have a master's degree?

0080 1 ☐ Yes
2 ☐ No → *GO to item 11a on page 13.*

b. What was your major field of study?

Record the field of study code and the field name from Table 1 on page 10.

0081 Code ☐☐ Major field 5081 _____

c. In what year did you receive your master's degree?

0082 ☐☐☐☐ Year

YOUR COMMENTS

11a. Have you earned any other degrees?

0083 1 ☐ Yes

2 ☐ No → GO to item 12 on page 15.

b. What other degree(s) have you earned? *Mark (X) all that apply below.*	c. What was your major field of study for each degree? *Record the field of study code and the field name from Table 1 on page 10.*	d. In what year did you receive each degree?
0084 1 ☐ Associate degree	0085 Code ☐☐ 5085 Major field _____	0086 ☐☐☐☐ Year
0087 1 ☐ SECOND bachelor's degree	0088 Code ☐☐ 5088 Major field _____	0089 ☐☐☐☐ Year
0090 1 ☐ SECOND master's degree	0091 Code ☐☐ 5091 Major field _____	0092 ☐☐☐☐ Year
0093 1 ☐ Educational specialist or professional diploma (at least one year beyond master's level)	0094 Code ☐☐ 5094 Major field _____	0095 ☐☐☐☐ Year
0096 1 ☐ Certificate of Advanced Graduate Studies	0097 Code ☐☐ 5097 Major field _____	0098 ☐☐☐☐ Year
0099 1 ☐ Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)	0100 Code ☐☐ 5100 Major field _____	0101 ☐☐☐☐ Year

TABLE 2. TEACHING ASSIGNMENT FIELD CODES
For questions 12, 15b, 17b, and 18

General

01 Prekindergarten
02 Kindergarten
03 Elementary

Special Areas

04 American Indian/Native American studies
05 Architecture or environmental design
06 Art
07 Basic skills or remedial education
08 Bilingual education
09 Computer science
10 Dance
11 Drama/Theater
12 English as a Second Language
13 Family and consumer science (home economics)
14 Gifted
15 Health education
16 Mathematics
17 Military science
18 Music
19 Philosophy
20 Physical education
21 Religion
22 Social studies or social science (including history)

English or Language Arts

23 English or language arts
24 Journalism
25 Reading

Foreign Languages

26 French
27 German
28 Latin
29 Russian
30 Spanish
31 Other foreign languages

Science

32 Biology or life science
33 Chemistry
34 Earth/space science/geology
35 General science
36 Physical science
37 Physics
38 Other natural sciences

Vocational-Technical Education

39 Accounting
40 Agricultural or natural resources
41 Business/office
42 Career education
43 Communications technologies
44 Cosmetology
45 Food services
46 Health occupations
47 Trades and industry (e.g., CADD, electronics repair, mechanics, precision production)
48 Other vocational/technical education

Special Education

49 Special education, general
50 Autism
51 Deaf and hard-of-hearing
52 Developmentally delayed
53 Early childhood special education
54 Emotionally disturbed or behavior disorders
55 Learning disabilities
56 Mentally retarded
57 Mildly/moderately disabled
58 Orthopedically impaired
59 Severely/profoundly disabled
60 Speech/language impaired
61 Traumatically brain-injured
62 Visually impaired
63 Other special education

64 **All Others**

12. THIS school year, what is your MAIN teaching assignment field at this school, that is, the field in which you teach the most classes?

- *Record the assignment field code and the assignment field name from Table 2 on page 14.*
- *If you teach two fields EQUALLY, report one field here and the other in item 15 on page 16.*

0102 ☐☐ Code

5102 _____ Main assignment field

13a. Do you have a teaching certificate in this state in your MAIN teaching assignment field?

0103
1 ☐ Yes
2 ☐ No → *GO to item 14a on page 16.*

b. What type of certificate do you hold in this field?

- *Mark (X) only one box.*

0104
1 ☐ Regular or standard state certificate or advanced professional certificate
2 ☐ Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
3 ☐ Provisional or other type given to persons who are still participating in what the state calls an "alternative certification program"
4 ☐ Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)
5 ☐ Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

c. Did you mark box 1 in item *13b* above?

0105
1 ☐ Yes → *Continue with item 13d on next page.*
2 ☐ No → *GO to item 14a on next page.*

13d. How did you earn your regular or standard state certificate or advanced professional certificate in your MAIN teaching assignment field?

Mark (X) only one box.

0106

1 ☐ As part of a bachelor's degree program
2 ☐ As part of a "5th year" program
3 ☐ As part of a master's degree program
4 ☐ After I began teaching, as part of an alternative program
5 ☐ Before I began teaching, as part of an alternative program
6 ☐ Through continuing professional development
7 ☐ Other – *Please specify*

GO to ITEM 15a.

5106 _____

14a. Are you currently in a program to obtain state certification in your MAIN teaching assignment field?

0107

1 ☐ Yes
2 ☐ No → *GO to item 15a below.*

b. Which of the following best describes this program?

Mark (X) only one box.

0108

1 ☐ University or college program
2 ☐ Program offered by your school or school district
3 ☐ Other – *Please specify*

5108 _____

15a. This school year, are you assigned to teach classes in OTHER fields at this school, in addition to your MAIN teaching assignment field?

0109

1 ☐ Yes
2 ☐ No → *GO to item 17a on page 17.*

b. In what OTHER teaching assignment field do you teach the most classes?

Please record the assignment field code and the assignment field name from Table 2 on page 14.

0110 ☐☐ Code

Assignment field 5110 _____

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16a. Do you have a teaching certificate in this state in your OTHER teaching assignment field at this school?

0111
1 ☐ Yes
2 ☐ No → *GO to item 17a below.*

b. What type of teaching certificate do you hold in this field?

Mark (X) only one.

0112
1 ☐ Regular or standard state certificate or advanced professional certificate

2 ☐ Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)

3 ☐ Provisional or other type given to persons who are still participating in what the state calls an "alternative certification program"

4 ☐ Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)

5 ☐ Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

17a. Do you currently hold ANY ADDITIONAL regular or standard state certificate or advanced professional teaching certificate in this state or any other state?

0113
1 ☐ Yes
2 ☐ No → *GO to item 18 below.*

b. In what teaching assignment fields are these certificates?

Please record the code(s), as appropriate, from Table 2 on page 14.

0114 Code ☐☐ 0115 Code ☐☐ 0116 Code ☐☐

0117 Code ☐☐ 0118 Code ☐☐ 0119 Code ☐☐

18. What was your main teaching assignment field LAST school year?

0120
1 ☐ Same as this year
2 ☐ Different from this year

Please record the assignment field code and the assignment field name from Table 2 on page 14.

0121 Code ☐☐ Assignment field 5121 _____

0120
3 ☐ I did not teach last school year

19a. In what year did you begin your first teaching position, either full-time or part-time, at the elementary or secondary level?

Do not count practice teaching.

0122 | 1 | 9 | | | Year

b. Was your first year of teaching, reported in item 19a above, BEFORE the 1995-1996 school year?

0123 1 ☐ Yes → *GO to Section III on page 21.*

2 ☐ No

c. Did your preparation for teaching include -

(1) Coursework in how to select and adapt instructional materials?

0124 1 ☐ Yes

2 ☐ No

(2) Coursework in learning theory or psychology appropriate to the age of students you teach?

0125 1 ☐ Yes

2 ☐ No

(3) Your observation of other classroom teaching?

0126 1 ☐ Yes

2 ☐ No

(4) Feedback on your teaching?

0127 1 ☐ Yes

2 ☐ No

20. How long did your practice teaching last?

Mark (X) only one box.

0128 1 ☐ I had no practice teaching

2 ☐ 4 weeks or less

3 ☐ 5-9 weeks

4 ☐ 10 weeks or more

YOUR COMMENTS

21. **In your first year of teaching, how well prepared were you to -**

		Not at all prepared	Somewhat prepared	Well prepared	Very well prepared
a. Handle a range of classroom management or discipline situations?	0129	1 ☐	2 ☐	3 ☐	4 ☐
b. Use a variety of instructional methods?	0130	1 ☐	2 ☐	3 ☐	4 ☐
c. Teach your subject matter?	0131	1 ☐	2 ☐	3 ☐	4 ☐
d. Use computers in classroom instruction?	0132	1 ☐	2 ☐	3 ☐	4 ☐
e. Plan lessons effectively?	0133	1 ☐	2 ☐	3 ☐	4 ☐
f. Assess students?	0134	1 ☐	2 ☐	3 ☐	4 ☐
g. Select and adapt curriculum and instructional materials?	0135	1 ☐	2 ☐	3 ☐	4 ☐

22. **In your first year of teaching, did you participate in a teacher induction program?**

If you are in your first year of teaching, please answer for THIS school year.

0136 1 ☐ Yes
2 ☐ No

23. **Did you receive the following kinds of support during your first year of teaching?**

If you are in your first year of teaching, please answer for THIS school year.

a. Reduced teaching schedule

0137 1 ☐ Yes
2 ☐ No

b. Reduced number of preparations

0138 1 ☐ Yes
2 ☐ No

c. Common planning time with teachers in your subject

0139 1 ☐ Yes
2 ☐ No

d. Seminars or classes for beginning teachers

0140 1 ☐ Yes
2 ☐ No

e. Extra classroom assistance (e.g., teacher aides)

0141 1 ☐ Yes
2 ☐ No

f. Regular supportive communication with your principal, other administrators, or department chair

0142 1 ☐ Yes
2 ☐ No

24. Were the following duties part of your first-year teaching assignment?

If you are in your first year of teaching, please answer for THIS school year.

a. Extracurricular assignments

0143 1 ☐ Yes
2 ☐ No

b. Travel to more than one school to teach

0144 1 ☐ Yes
2 ☐ No

c. Administrative duties (including lunchroom, hall, and recess duties)

0145 1 ☐ Yes
2 ☐ No

d. Classes with discipline problems

0146 1 ☐ Yes
2 ☐ No

25a. In your first year of teaching, did you work closely with a master or mentor teacher?

If you are in your first year of teaching, please answer for THIS school year.

0147 1 ☐ Yes
2 ☐ No → *GO to Section III on page 21.*

b. Was this teacher's subject area the same as yours?

0148 1 ☐ Yes
2 ☐ No

26. In your first year of teaching, to what extent did your master or mentor teacher help you?

If you are in your first year of teaching, please answer for THIS school year.

Not at all ← → To a great extent

0149 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

YOUR COMMENTS

III PROFESSIONAL DEVELOPMENT: Items 27-32

This section asks about various professional development activities and their impact.

27. In the past 12 months, have you participated in the following activities RELATED TO TEACHING?

a. University course(s) taken for recertification or advanced certification in your MAIN teaching assignment field or other teaching field, as reported in item 12 on page 15 and item 15b on page 16

Exclude courses taken for your initial certification in your main teaching assignment field or other teaching field(s).

0150 1 ☐ Yes
2 ☐ No

b. University course(s) in your MAIN teaching assignment field

Exclude courses taken for recertification or advanced certification.

0151 1 ☐ Yes
2 ☐ No

c. Observational visits to other schools

0152 1 ☐ Yes
2 ☐ No

d. Individual or collaborative research on a topic of interest to you professionally

0153 1 ☐ Yes
2 ☐ No

e. Regularly-scheduled collaboration with other teachers on issues of instruction

Exclude administrative meetings.

0154 1 ☐ Yes
2 ☐ No

f. Mentoring and/or peer observation and coaching, as part of a formal arrangement that is recognized or supported by the school or district

0155 1 ☐ Yes
2 ☐ No

g. Participating in a network of teachers (e.g., one organized by an outside agency or over the Internet)

0156 1 ☐ Yes
2 ☐ No

h. Attending workshops, conferences or training

0157 1 ☐ Yes
2 ☐ No

i. Workshops, conferences or training in which you were the presenter

0158 1 ☐ Yes
2 ☐ No

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28a. In the past 12 months, have you participated in any professional development activities that focused on in-depth study of the content in your MAIN teaching assignment field?

NOTE: Your main teaching assignment is the field in which you teach the most classes, as reported in item 12 on page 15.

0159
1 ☐ Yes
2 ☐ No → *GO to item 28b below.*

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0160
1 ☐ 8 hours or less
2 ☐ 9-16 hours
3 ☐ 17-32 hours
4 ☐ 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ←→ Very useful

0161
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

28b. In the past 12 months, have you participated in any professional development activities that focused on content and performance standards in your MAIN teaching assignment field?

0162
1 ☐ Yes
2 ☐ No → *GO to item 28c on page 23.*

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0163
1 ☐ 8 hours or less
2 ☐ 9-16 hours
3 ☐ 17-32 hours
4 ☐ 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ←→ Very useful

0164
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

28c. In the past 12 months, have you participated in any professional development activities that focused on methods of teaching?

0165
1 ☐ Yes
2 ☐ No → *GO to item 28d below.*

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0166
1 ☐ 8 hours or less
2 ☐ 9-16 hours
3 ☐ 17-32 hours
4 ☐ 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ←→ Very useful

0167
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

28d. In the past 12 months, have you participated in any professional development activities that focused on uses of computers for instruction?

0168
1 ☐ Yes
2 ☐ No → *GO to item 28e on page 24.*

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0169
1 ☐ 8 hours or less
2 ☐ 9-16 hours
3 ☐ 17-32 hours
4 ☐ 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ←→ Very useful

0170
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

28e. In the past 12 months, have you participated in any professional development activities that focused on student assessment, such as methods of testing, evaluation, performance assessment, etc?

0171
1 ☐ Yes
2 ☐ No → *GO to item 28f below.*

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0172
1 ☐ 8 hours or less
2 ☐ 9-16 hours
3 ☐ 17-32 hours
4 ☐ 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ←→ Very useful

0173
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

28f. In the past 12 months, have you participated in any professional development activities that focused on student discipline and management in the classroom?

0174
1 ☐ Yes
2 ☐ No → *GO to item 28g below.*

(1) In the past 12 months, how many hours did you spend on the activities?

Mark (X) only one box.

0175
1 ☐ 8 hours or less
2 ☐ 9-16 hours
3 ☐ 17-32 hours
4 ☐ 33 hours or more

(2) Overall, how useful were these activities to you?

Not useful at all ←→ Very useful

0176
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

28g. In the past 12 months, have you participated in any professional development activities that focused on other topics not included in 28a-28f above?

0177
1 ☐ Yes → *Please specify the topic.*

5177 _____

2 ☐ No

29. Thinking about ALL of the professional development you have participated in over the past 12 months, how useful was it?

Not useful at all ←——→ Very useful

0178 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

30. For the professional development in which you participated in the last 12 months, did you receive the following types of support?

a. Release time from teaching (i.e., your regular teaching responsibilities were temporarily assigned to someone else)

0179 1 ☐ Yes

2 ☐ No

b. Scheduled time in the contract year for professional development

0180 1 ☐ Yes

2 ☐ No

c. Stipend for professional development activities that took place outside regular work hours

0181 1 ☐ Yes

2 ☐ No

d. Full or partial reimbursement of college tuition

0182 1 ☐ Yes

2 ☐ No

e. Reimbursement for conference or workshop fees

0183 1 ☐ Yes

2 ☐ No

f. Reimbursement for travel and/or daily expenses

0184 1 ☐ Yes

2 ☐ No

YOUR COMMENTS

31. As a result of completing these professional development activities, did you receive the following rewards?

a. Credits towards re-certification or advanced certification in your main teaching assignment field or other teaching field(s)

0185 1 ☐ Yes

2 ☐ No

b. Increase in salary or other pay increases as a result of participating in professional development activities

0186 1 ☐ Yes

2 ☐ No

c. Recognition or higher ratings on an annual teacher evaluation

0187 1 ☐ Yes

2 ☐ No

32. From the list of topics below, select the three that are your top priorities for YOUR OWN additional professional development.

1 –Student discipline and behavior problems
2 –Teaching students with special needs (e.g., limited-English proficient, special education)
3 –Use of technology in instruction
4 –My main subject field
5 –Content and performance standards in my subject area
6 –Methods of teaching
7 –Student assessment

● *Enter the appropriate code (1-7) for each priority.*

0188 ☐ First priority

0189 ☐ Second priority

0190 ☐ Third priority

YOUR COMMENTS

IV CLASS ORGANIZATION: Items 33-38

This section asks about your meetings with other teachers and the organization of classes in your school.

33. In which grades are the students in the classes you currently teach at THIS school?

- *If you teach at more than one school, report only for the classes you teach at THIS SCHOOL.*
- *Mark (X) all that apply.*

0191	1 ☐	Ungraded	0195	1 ☐	2nd	0199	1 ☐	6th	0203	1 ☐	10th
0192	1 ☐	Prekindergarten	0196	1 ☐	3rd	0200	1 ☐	7th	0204	1 ☐	11th
0193	1 ☐	Kindergarten	0197	1 ☐	4th	0201	1 ☐	8th	0205	1 ☐	12th
0194	1 ☐	1st	0198	1 ☐	5th	0202	1 ☐	9th			

34a. Which category best describes the way YOUR classes at this school are organized?

- *Mark (X) only one box.*

0206

1 ☐ **Departmentalized Instruction** - You teach subject matter courses (e.g., biology, history, keyboarding) to several classes of different students all or most of the day.

2 ☐ **Elementary Enrichment Class** - You teach **only one** subject (e.g., art, music, physical education, computer skills) in an **elementary** school.

3 ☐ **Self-Contained Class** - You teach multiple subjects to the same class of students all or most of the day.

4 ☐ **Team Teaching** - You collaborate with one or more teachers in teaching multiple subjects to the same class of students.

5 ☐ **"Pull-Out" Class** - You provide instruction (e.g., special education, reading) to certain students who are released from their regular classes.

b. Which box did you mark in item 34a above?

0207

1 ☐ Box 1 or 2 → *GO to item 37 on page 29.*

2 ☐ Box 3, 4, or 5 → *Continue with item 35 below.*

35. At THIS school, what is the total number of students enrolled in the class you taught during your most recent FULL WEEK of teaching?

- *If you teach two or more classes per day, please enter the average number of students in a class or section.*

0208 ☐☐ Students

YOUR COMMENTS

36. During your most recent FULL WEEK of teaching, approximately how many hours did you spend teaching each of these subjects at THIS school?

If you taught two or more subjects at the same time, apportion the time to each subject as best you can. Report hours to the nearest whole hour; do not record fractions or minutes. If you did not teach a particular subject during the week, mark (X) the "None" box.

a. English/Reading /Language arts

0209 ☐☐ Hours per week

o ☐ None

b. Arithmetic/Mathematics

0210 ☐☐ Hours per week

o ☐ None

c. Social studies/History

0211 ☐☐ Hours per week

o ☐ None

d. Science

0212 ☐☐ Hours per week

o ☐ None

GO to Section V on page 33.

YOUR COMMENTS

37. **During your MOST RECENT FULL WEEK of teaching, how many separate classes (or sections) did you teach AT THIS SCHOOL?**

- *Do not include:*
  - Homeroom periods
  - Study halls
  - Classes (or sections) taught at any other school

- *If you teach two or more classes (or sections) of the same subject (e.g., algebra I) to different groups of students at this school, count them as separate classes (or sections).*

EXAMPLE:

(1) If you teach chemistry to two classes (or sections) of students and physics to two classes (or sections) of students, you would report 4 classes (or sections).

(2) If you teach English III to four classes (or sections) of students and journalism to one class (or section), you would report 5 classes (or sections).

(3) If you teach drama to one class (or section) of students at THIS school and English IV to two classes (or sections) of students at ANOTHER school, you would report 1 class (or section).

0213 [| |] Number of classes (or sections)

YOUR COMMENTS

TABLE 3. SUBJECT MATTER CODES FOR QUESTION 38

Vocational Education

01 Accounting
02 Agriculture or natural resources
03 Business/office
04 Career education
05 Child care
06 Communications technologies
07 Cosmetology
08 Food services
09 Health occupations
10 Keyboarding
11 Trades and industry (e.g., CADD, electronics repair, mechanics, precision production)
12 Vocational family and consumer science
13 Other vocational-technical education

English or Language Arts

14 Literature
15 Composition/journalism/creative writing
16 English as a Second Language
17 Reading
18 Other English/language arts courses

Foreign Languages

19 French
20 German
21 Latin
22 Russian
23 Spanish
24 Other foreign languages

Mathematics

25 Algebra, elementary
26 Algebra, intermediate
27 Algebra, advanced
28 Analytic geometry
29 Basic and general mathematics
30 Business and applied math
31 Calculus
32 Geometry
33 Integrated math
34 Pre-algebra
35 Pre-calculus
36 Statistics and probability
37 Trigonometry
38 Other math

Computer Science

39 Computer awareness/applications
40 Computer programming
41 Other computer science

Natural Science

42 Biology or life science
43 Chemistry
44 Integrated science
45 Geology/earth science/space science
46 Physics
47 Other physical science
48 Other natural science

Social Science

49 Social studies
50 Civics
51 Economics
52 Geography
53 History
54 Political science/government
55 Psychology
56 Sociology/social organization
57 World civilization
58 Other social science

Visual and Performing Arts

59 Arts and crafts
60 Filmmaking and photography
61 Chorus
62 Band
63 Drama/theater/dance
64 Music
65 Other visual/performing arts

Other Areas

66 Driver education
67 Health education
68 Nonvocational family and consumer science (home economics)
69 Philosophy
70 Physical education
71 Religion
72 Other courses not elsewhere classified

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38. For each class (or section) that you taught during your MOST RECENT FULL WEEK of teaching at this school -

Please complete a line of the table below for each class (or section) that you taught. The number of lines filled should equal the number of classes (or sections) reported in item 37.

a. What subject did you teach? *Record the appropriate subject matter code and the name of the subject from Table 3 on page 30.*		b. How many students were enrolled in the class (or section)?
Example: Code 25	Subject Algebra, elementary	Students 33
0214 (1) Code	5214 Subject	0215 Students
0216 (2) Code	5216 Subject	0217 Students
0218 (3) Code	5218 Subject	0219 Students
0220 (4) Code	5220 Subject	0221 Students
0222 (5) Code	5222 Subject	0223 Students
0224 (6) Code	5224 Subject	0225 Students
0226 (7) Code	5226 Subject	0227 Students
0228 (8) Code	5228 Subject	0229 Students
0230 (9) Code	5230 Subject	0231 Students
0232 (10) Code	5232 Subject	0233 Students

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38. Continued –

For each class (or section) that you taught during your MOST RECENT FULL WEEK of teaching at this school -

a. What subject did you teach? *Record the appropriate subject matter code and the name of the subject from Table 3 on page 30.*	**b. How many students were enrolled in the class (or section)?**
0234 (11) Code ☐☐ Subject 5234 _____	Students 0235 ☐☐☐
0236 (12) Code ☐☐ Subject 5236 _____	Students 0237 ☐☐☐
0238 (13) Code ☐☐ Subject 5238 _____	Students 0239 ☐☐☐
0240 (14) Code ☐☐ Subject 5240 _____	Students 0241 ☐☐☐
0242 (15) Code ☐☐ Subject 5242 _____	Students 0243 ☐☐☐

YOUR COMMENTS

V RESOURCES AND ASSESSMENT OF STUDENTS: Items 39-50

This set of questions asks about different types of students, the resources provided for teaching them, and your use of student assessment scores.

39a. Of all the students you teach at this school, how many have disabilities or are special education students, that is, how many have an Individual Education Plan (IEP)?

0244 ☐☐☐ Students with an IEP

0 ☐ None → *GO to item 41 below.*

b. Do you or these students receive the following types of support in your classroom?

(1) Special aide or personal assistant

0245 1 ☐ Yes
2 ☐ No

(2) Consulting/itinerant teacher

0246 1 ☐ Yes
2 ☐ No

(3) Accommodations such as more time on tests or behavioral management plan

0247 1 ☐ Yes
2 ☐ No

40. In the last 3 years, have you had 8 hours or more of training or professional development on how to teach special education students?

0248 1 ☐ Yes
2 ☐ No

41. Of all the students you teach at this school, how many are of limited-English proficiency?

(Students of limited-English proficiency are those whose native or dominant language is other than English, and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom.)

0249 ☐☐☐ Students

0 ☐ None → *GO to item 43 on page 34.*

42. In the last 3 years, have you had 8 hours or more of training or professional development on how to teach limited-English proficient students?

0250 1 ☐ Yes
2 ☐ No

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43. **Are you a Title I teacher, that is, are you paid in full or in part by federal funds under the Elementary and Secondary Education Act?**

0251 1 ☐ Yes
2 ☐ No

44. **Using the scale 1-5 where 1 is "Not at all" and 5 is "To a great extent," to what extent do you use state or district standards to guide your instructional practice in your main teaching assignment field?**

Not at all ←→ To a great extent

0252 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

45. **Do you use different groupings of students in your classroom to teach students who learn at different rates?**

0253 1 ☐ Yes
2 ☐ No

46. **Are students assigned to your classes on the basis of achievement or ability level?**

0254 1 ☐ Yes
2 ☐ No

47a. **Do you receive your students' scores on state or local achievement tests?**

0255 1 ☐ Yes
2 ☐ No → *GO to item 48 below.*

b. **Using the scale 1-5, where 1 is "Not at all" and 5 is "To a great extent," to what extent do you use the information from your students' test scores -**

Mark (X) one box on each line.

		Not at all ←→ To a great extent
(1) To group students into different instructional groups by achievement or ability?	0256	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
(2) To assess areas where you need to strengthen your content knowledge or teaching practice?	0257	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐
(3) To adjust your curriculum in areas where your students encountered problems?	0258	1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

48. **Do students in any of your classes use computers during class time?**

0259 1 ☐ Yes → *Continue with item 49 on next page.*
2 ☐ No → *GO to Section VI on page 37.*

49. In your MAIN teaching assignment field (*reported in item 12 on page 15*), do students in your classes use computers during class time?

0260
1 ☐ Yes
2 ☐ No → *GO to Section VI on page 37.*

50. In answering items 50a-e below, first designate one of your classes in your MAIN teaching assignment field that uses computers during class time. Items 50a-e refer to this designated class.

How to designate a class:

- *If you are responsible for a **single class** or group of students all day, such as an elementary school teacher may be, make this **the designated class.***
- *If you are responsible for **multiple classes** or groups of students, such as a content area or special education teacher may be, make a **typical class or group you teach in your main teaching assignment field** the designated class.*

a. How many computers are located in the classroom where you teach this designated class?

0261
☐☐ Computers
0 ☐ None → *GO to item 50c below.*

b. How many of the computers located in this classroom currently have access to the Internet?

0262
☐☐ Computers
0 ☐ None

c. During your MOST RECENT TWO FULL WEEKS of teaching, how many times did this designated class meet?

0263
☐☐ Times

d. Did this designated class use computers within the MOST RECENT TWO FULL WEEKS?

0264
1 ☐ Yes → *Continue with item 50e on next page.*
2 ☐ No → *GO to Section VI on page 37.*

YOUR COMMENTS

50e. **During your MOST RECENT TWO FULL WEEKS of teaching this designated class, in how many of the class meeting times did students use computers to -**

(1) Learn about course subject matter?

0265 [ ][ ] Times

o ☐ None

(2) Practice and master skills?

0266 [ ][ ] Times

o ☐ None

(3) Solve problems?

0267 [ ][ ] Times

o ☐ None

(4) Work collaboratively with other students in the same classroom?

0268 [ ][ ] Times

o ☐ None

(5) Produce multimedia or video reports/projects?

0269 [ ][ ] Times

o ☐ None

(6) Do word processing?

0270 [ ][ ] Times

o ☐ None

(7) Correspond with experts, authors, or students from other schools via e-mail or the Internet?

0271 [ ][ ] Times

o ☐ None

(8) Other - *Please specify.* →

5272 _____

0272 [ ][ ] Times

o ☐ None

VI

WORKING CONDITIONS: Items 51-56
This section asks about the hours you spend at your teaching assignment at THIS school, and about safety at THIS school.

51. How many hours were you required to be at THIS school during your MOST RECENT FULL WEEK of teaching?

Report in whole hours, not fractions or minutes.

0273 [ ][ ] Hours

52. In your MOST RECENT FULL WEEK of teaching, how much scheduled school time did you have for planning?

Please report the hours and minutes, e.g., 1 hour and 15 minutes, 2 hours and 0 minutes, 0 hours and 45 minutes, etc.

0274 [ ][ ] Hours

AND

0275 [ ][ ] Minutes

53. During your MOST RECENT FULL WEEK of teaching, how many hours did you spend AFTER school, BEFORE school, and ON THE WEEKEND on each of the following types of activities?

Report in whole hours, not fractions or minutes.

a. School-related activities involving student interaction, such as coaching, field trips, tutoring, transporting students

0276 [ ][ ] Hours in the most recent full week

b. Other school-related activities, such as preparation, grading papers, parent conferences, attending meetings

0277 [ ][ ] Hours in the most recent full week

54. During your MOST RECENT FULL WEEK of teaching at THIS school -

a. How many students in the class(es) you teach were tardy?

0278 [ ][ ] Students

0 ☐ None

b. How many times did you have to interrupt your class(es) to deal with student misbehavior or disruption?

0279 [ ][ ] Times

0 ☐ None

55a. Has a student FROM THIS SCHOOL ever threatened to injure you?

0280
1 ☐ Yes
2 ☐ No → *GO to item 56a below.*

b. Has a student threatened to injure you IN THE PAST 12 MONTHS?

0281
1 ☐ Yes
2 ☐ No → *GO to item 56a below.*

c. In the past 12 months, how many times has a student threatened to injure you?

0282 ☐☐ Times

56a. Has a student FROM THIS SCHOOL ever physically attacked you?

0283
1 ☐ Yes
2 ☐ No → *GO to Section VII on page 39.*

b. Has a student physically attacked you IN THE PAST 12 MONTHS?

0284
1 ☐ Yes
2 ☐ No → *GO to Section VII on page 39.*

c. In the past 12 months, how many times has a student physically attacked you?

0285 ☐☐ Times

YOUR COMMENTS

VII

DECISION MAKING: Items 57-61
This section asks about your influence on staffing, budgeting and instructional policies, and your perception of various issues about teaching.

57. Using the scale of 1-5, where 1 means "No influence" and 5 means "A great deal of influence," how much actual influence do you think teachers have over school policy AT THIS SCHOOL in each of the following areas?

		No influence ←				→ A great deal of influence
a. Setting performance standards for students of this school	0286	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Establishing curriculum	0287	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Determining the content of in-service professional development programs	0288	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Evaluating teachers	0289	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Hiring new full- time teachers	0290	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Setting discipline policy	0291	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Deciding how the school budget will be spent	0292	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

58. Using the scale of 1-5, where 1 means "No control" and 5 means "Complete control," how much control do you think you have IN YOUR CLASSROOM at this school over each of the following areas of your planning and teaching?

		No control ←				→ Complete control
a. Selecting textbooks and other instructional materials	0293	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Selecting content, topics, and skills to be taught	0294	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Selecting teaching techniques	0295	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Evaluating and grading students	0296	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Disciplining students	0297	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Determining the amount of homework to be assigned	0298	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

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59. **Do you agree or disagree with each of the following statements?**

Mark (X) one box on each line.

		Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
a. The principal lets staff members know what is expected of them.	0299	1 ☐	2 ☐	3 ☐	4 ☐
b. The school administration's behavior toward the staff is supportive and encouraging.	0300	1 ☐	2 ☐	3 ☐	4 ☐
c. I am satisfied with my teaching salary.	0301	1 ☐	2 ☐	3 ☐	4 ☐
d. The level of student misbehavior in this school (such as noise, horseplay or fighting in the halls, cafeteria or student lounge) interferes with my teaching.	0302	1 ☐	2 ☐	3 ☐	4 ☐
e. I receive a great deal of support from parents for the work I do.	0303	1 ☐	2 ☐	3 ☐	4 ☐
f. Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff.	0304	1 ☐	2 ☐	3 ☐	4 ☐
g. Routine duties and paperwork interfere with my job of teaching.	0305	1 ☐	2 ☐	3 ☐	4 ☐
h. My principal enforces school rules for student conduct and backs me up when I need it.	0306	1 ☐	2 ☐	3 ☐	4 ☐
i. The principal talks with me frequently about my instructional practices.	0307	1 ☐	2 ☐	3 ☐	4 ☐
j. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	0308	1 ☐	2 ☐	3 ☐	4 ☐
k. Most of my colleagues share my beliefs and values about what the central mission of the school should be.	0309	1 ☐	2 ☐	3 ☐	4 ☐

59. Continued –

Do you agree or disagree with each of the following statements?

Mark (X) one box on each line.

			Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
l.	**The principal knows what kind of school he/she wants and has communicated it to the staff.**	0310	1 ☐	2 ☐	3 ☐	4 ☐
m.	**There is a great deal of cooperative effort among the staff members.**	0311	1 ☐	2 ☐	3 ☐	4 ☐
n.	**In this school, staff members are recognized for a job well done.**	0312	1 ☐	2 ☐	3 ☐	4 ☐
o.	**I worry about the security of my job because of the performance of my students on state or local tests.**	0313	1 ☐	2 ☐	3 ☐	4 ☐
p.	**I am given the support I need to teach students with special needs.**	0314	1 ☐	2 ☐	3 ☐	4 ☐
q.	**I am satisfied with my class size(s).**	0315	1 ☐	2 ☐	3 ☐	4 ☐
r.	**I make a conscious effort to coordinate the content of my courses with that of other teachers.**	0316	1 ☐	2 ☐	3 ☐	4 ☐
s.	**The amount of student tardiness and class cutting in this school interferes with my teaching.**	0317	1 ☐	2 ☐	3 ☐	4 ☐
t.	**I sometimes feel it is a waste of time to try to do my best as a teacher.**	0318	1 ☐	2 ☐	3 ☐	4 ☐
u.	**I plan with the library media specialist/librarian for the integration of library media services into my teaching.**	0319	1 ☐	2 ☐	3 ☐	4 ☐
v.	**I am generally satisfied with being a teacher at this school.**	0320	1 ☐	2 ☐	3 ☐	4 ☐

60. To what extent is each of the following a problem in this school? Indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in this school.

			Serious problem	Moderate problem	Minor problem	Not a problem
a.	Student tardiness	0321	1 ☐	2 ☐	3 ☐	4 ☐
b.	Student absenteeism	0322	1 ☐	2 ☐	3 ☐	4 ☐
c.	Teacher absenteeism	0323	1 ☐	2 ☐	3 ☐	4 ☐
d.	Students cutting class	0324	1 ☐	2 ☐	3 ☐	4 ☐
e.	Physical conflicts among students	0325	1 ☐	2 ☐	3 ☐	4 ☐
f.	Robbery or theft	0326	1 ☐	2 ☐	3 ☐	4 ☐
g.	Vandalism of school property	0327	1 ☐	2 ☐	3 ☐	4 ☐
h.	Student pregnancy	0328	1 ☐	2 ☐	3 ☐	4 ☐
i.	Student use of alcohol	0329	1 ☐	2 ☐	3 ☐	4 ☐
j.	Student drug abuse	0330	1 ☐	2 ☐	3 ☐	4 ☐
k.	Student possession of weapons	0331	1 ☐	2 ☐	3 ☐	4 ☐
l.	Student disrespect for teachers	0332	1 ☐	2 ☐	3 ☐	4 ☐
m.	Students dropping out	0333	1 ☐	2 ☐	3 ☐	4 ☐
n.	Student apathy	0334	1 ☐	2 ☐	3 ☐	4 ☐
o.	Lack of parent involvement	0335	1 ☐	2 ☐	3 ☐	4 ☐
p.	Poverty	0336	1 ☐	2 ☐	3 ☐	4 ☐
q.	Students come to school unprepared to learn	0337	1 ☐	2 ☐	3 ☐	4 ☐
r.	Poor student health	0338	1 ☐	2 ☐	3 ☐	4 ☐

61a. If you could go back to your college days and start over again, would you become a teacher or not?

● *Mark (X) only one box.*

0339
1 ☐ Certainly would become a teacher
2 ☐ Probably would become a teacher
3 ☐ Chances about even for and against
4 ☐ Probably would not become a teacher
5 ☐ Certainly would not become a teacher

b. How long do you plan to remain in teaching?

● *Mark (X) only one box.*

0340
1 ☐ As long as I am able
2 ☐ Until I am eligible for retirement
3 ☐ Will probably continue unless something better comes along
4 ☐ Definitely plan to leave teaching as soon as I can
5 ☐ Undecided at this time

YOUR COMMENTS

VIII GENERAL EMPLOYMENT INFORMATION: Items 62-67

This section requests information about your terms of employment and selected demographics.

62. The following questions refer to your before-tax earnings from teaching and other employment.

Record earnings in whole dollars.

a. DURING THE SUMMER OF 1999, did you have any earnings from -

(1) Teaching summer school in this or any other school?

0341 1 ☐ Yes → **How much?** 0342 $ _____ .00

2 ☐ No

(2) Working in a nonteaching job in this or any other school?

0343 1 ☐ Yes → **How much?** 0344 $ _____ .00

2 ☐ No

(3) Working in any NONSCHOOL job?

0345 1 ☐ Yes → **How much?** 0346 $ _____ .00

2 ☐ No

b. DURING THE CURRENT SCHOOL YEAR -

(1) What is your academic year base teaching salary?

0347 $ _____ .00 Per year

(2) Do you, or will you, earn any additional compensation from this school system for extracurricular or additional activities such as coaching, student activity sponsorship, or teaching evening classes?

0348 1 ☐ Yes → **How much?** 0349 $ _____ .00

2 ☐ No

(3) Have you earned income from any OTHER school sources this year, such as a merit pay bonus, state supplement, etc.?

Do not report any earnings already reported.

0350 1 ☐ Yes → **How much?** 0351 $ _____ .00

2 ☐ No

62b. Continued –

DURING THE CURRENT SCHOOL YEAR -

(4) Do you, or will you, earn additional compensation from working in any job OUTSIDE this school system?

0353

0352 1 ☐ Yes → **How much?** $ _____ .00

2 ☐ No → *GO to item 63 below.*

(5) Which of these best describes this job OUTSIDE this school system?

Mark (X) only one box.

0354 1 ☐ Teaching or tutoring

2 ☐ Nonteaching, but related to teaching field

3 ☐ Other

63. Are you a member of a teachers' union or an employee association similar to a union?

0355 1 ☐ Yes

2 ☐ No

64. Are you male or female?

0356 1 ☐ Male

2 ☐ Female

65a. What is your race?

Mark (X) only one box.

0357 1 ☐ American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)

2 ☐ Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)

3 ☐ Black

4 ☐ White

GO to item 66 below.

b. Are you enrolled in a state or federally recognized tribe?

0358 1 ☐ Yes

2 ☐ No

66. Are you of Hispanic origin?

0359 1 ☐ Yes

2 ☐ No

67. What is your year of birth?

0360 1 9 _ _ Year

FORM SASS 40 (12 1 99)

IX CONTACT INFORMATION: Items 68-71

This section concludes the survey.

68. The survey you have completed may involve a brief follow-up at a later time in order to gain information on teachers' movements in the labor force. The following information would assist us in contacting you if you have moved or changed jobs.

Please PRINT your name, your spouse's name (if applicable), your home address, your telephone number, and the most convenient time to reach you.

a. Your name

b. Spouse's full name *(if applicable)*

c. Street address

d. City

e. State

f. ZIP Code +4

–

g. Home telephone

Area Code Number

– –

h. In whose name is the telephone number listed?

Mark (X) only one box.

1 ☐ My name

2 ☐ Other – *Specify name* →

i. Best day(s) to reach you

Enter Mon, Tue, etc., as appropriate.

Days

j. Best time of day to reach you

1 ☐ a.m.

2 ☐ p.m.

FORM SASS-4D (12-1-99)

69. What are the names and addresses of two other people who would know where to get in touch with you during the coming years? Please do not list more than one person who now lives with you. Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.) in section b.

(1) First Person

a. Name

b. Relationship to you

c. Street address

d. City

e. State

f. ZIP Code +4

–

g. Home telephone
Area Code Number

– –

h. In whose name is the telephone number listed?

● *Mark (X) only one box.*

1 ☐ Name entered in part a

2 ☐ Other – *Specify name* →

69. Continued –

What is the name and address of another person who would know where to get in touch with you during the coming years? Remember to record the relationship of this person to you (for example, parent, friend, sister, cousin, etc.) in section b.

(2) Second Person

a. Name

b. Relationship to you

c. Street address

d. City

e. State

f. ZIP Code +4

–

g. Home telephone
Area Code Number

– –

h. In whose name is the telephone number listed?

Mark (X) only one box.

1 ☐ Name entered in part a

2 ☐ Other – *Specify name* →

70. **Please indicate how much time it took you to complete this form, not counting interruptions.**

Please record the time in minutes, e.g., 40 minutes, 65 minutes, etc.

0361 [ ][ ][ ] Minutes

71. **Please enter the date you completed this questionnaire.**

Month Day Year

0362 [ ][ ] [ ][ ] [ ][ ][ ][ ]

Thank you very much for your participation in this survey.

Please return this survey in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

Find out more about the Schools and Staffing Survey (SASS) and information about teachers that was collected in the last survey. See SASS on the World Wide Web at:

http://nces.ed.gov/surveys/sass

Look for the report "America's Teachers: Profile of a Profession, 1993-1994" under Publications (NCES 97-460).

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary and international education are available from the NCES Web site at:

http://nces.ed.gov

For additional data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

http://www.fedstats.gov

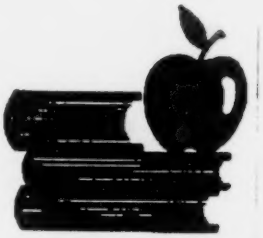
OMB No. 1850-0598 Approval Expires 09/30/2001

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by:
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU

PUBLIC SCHOOL LIBRARY MEDIA CENTER QUESTIONNAIRE

SCHOOLS AND STAFFING SURVEY
1999-2000 SCHOOL YEAR



(Please correct any errors in name, address, and ZIP Code.)

I.

0050 1 ☐ Yes
2 ☐ No → If you answered "No," it is very important that you call the Census Bureau toll free at 1-800-221-1204.

II.

A Library Media Center is an organized collection of printed and/or audiovisual and/or computer resources which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers, and administrators.

A Library Media Center may be called a library, media center, resource center, information center, instructional materials center, learning resource center, or some other name.

0051 1 ☐ Yes → ***Continue with this questionnaire or give it to the individual who is responsible for this school's library media center, e.g., the librarian or library media specialist.***
2 ☐ No

STOP NOW AND RETURN THIS QUESTIONNAIRE TO THE CENSUS BUREAU IN THE ENCLOSED ENVELOPE. THANK YOU FOR YOUR TIME.

FORM **LS-1A**
(8-6-99)

DEAR PRINCIPAL:

See the enclosed letter for information on completing this survey over the Internet.

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in this survey. The U.S. Census Bureau is conducting this survey by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e).

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?

We are conducting this survey with only a sample of school library media centers. Therefore, the value of your individual contribution is greatly increased because it represents many other school library media centers. We encourage you to participate in this voluntary survey.

THIS SURVEY HAS BEEN ENDORSED BY:

- American Association of School Administrators
- American Counseling Association
- American Federation of Teachers
- American Library Association
- American Association of School Librarians
- Council of Chief State School Officers
- Council of Great City Schools
- Department of Middle Level Services, National Association of Secondary School Principals
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Center for Improving Science Education
- National Council of Teachers of Mathematics
- National Education Association
- National Middle School Association

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT.

SINCERELY,

Gary W. Phillips

GARY W. PHILLIPS
ACTING COMMISSIONER OF EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 60 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns about the contents of this questionnaire, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

FORM LS-1A (8-6-99)

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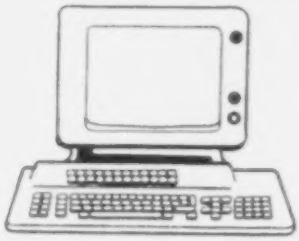

Internet Reporting Option

We hope you will respond over the Internet if you can; otherwise, please complete this questionnaire.

Why Report Over the Internet?

- Fast--Sail through the questions.
- Easy--Just scroll and click.
- Convenient--You may stop and start as often as you want.
    - You may print out the survey and save your answers.
    - When finished, click one button--there's no need to mail back a paper form.
- You can access the results of the previous survey at the following website: **http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98282**. This website is also provided at the end of the survey.
- Answering the survey over the Internet reduces costs to the taxpayer.

To Report Over the Internet

If you have Netscape version 3 or higher OR Microsoft Internet Explorer version 3 or higher, you can complete this survey over the Internet.

To report over the Internet, follow these four steps:

❶ Go to our website:
http://www.census.gov/casro/survey

❷ Enter your username:

❸ Enter your password, per the instructions on the screen.

❹ Read the instructions on the screen and begin filling out the survey.

If you have any questions, please call our Web help desk at 1-800-523-3205

The data we receive are protected under Section 406(B) of the General Education Provisions Act, as amended (20 USC 1221e). If you choose this reporting option, you will be sending your data to the Census Bureau via the Internet. While there are laws protecting against unauthorized interception of data transmissions, there is a remote possibility that someone could intercept your transmission. To protect your information, all data transmissions will use the strongest level of encryption supported by your browser. If you have questions about the level of encryption supported by your browser or would like assistance upgrading to a higher level of encryption, please call our Web help desk on 1-800-523-3205.

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INSTRUCTIONS

- We suggest that you use a pencil or ball point pen to complete this questionnaire.
- Report data for this school's library media center only.
- "Library media center" is the phrase used throughout the questionnaire to cover what may be called any of the following: library, media center, resource center, information center, instructional material center, learning resource center, or some other name.
- If you are unsure about how to answer a question, give the best answer you can, and make a comment in the "Your Comments" section on pages 7, 8, and 13. Please do not write any comments near the answer spaces.

☎ If you have any questions, call the Census Bureau at 1-800-221-1204. Someone will be available to take our call Monday through Friday 8:30 am-5:00 pm (Eastern Time).

✉

Please keep track of the time you spend completing this questionnaire. At the end of the survey, you are asked to record the amount of time spent.

I Facilities – We are interested in learning about the facilities that are available within the library media center. These questions ask about the organization of your library media center.

1. How is this library media center organized?

Mark (X) only one box.

0052 1 ☐ Centralized (one area in one building)

2 ☐ Decentralized (collections or services available in more than one location on a campus or in another building)

2. What is the total seating capacity of the library media center?

0053 ☐☐☐ Seats

3. Are the following types of areas located within this school's library media center?		*Mark (X) one box on each line.*
a. Individual reading, viewing, and listening	0054	1 ☐ Yes 2 ☐ No
b. Small group (5 persons or less) activity areas (viewing or listening)	0055	1 ☐ Yes 2 ☐ No
c. Large group (more than 5 persons) activity areas (viewing or listening)	0056	1 ☐ Yes 2 ☐ No
d. Work area (where library staff order, label, etc.)	0057	1 ☐ Yes 2 ☐ No
e. Media production area (where library media specialists, teachers or students produce tapes, slides, etc.)	0058	1 ☐ Yes 2 ☐ No
f. Conference rooms	0059	1 ☐ Yes 2 ☐ No
g. Computer access area or lab	0060	1 ☐ Yes 2 ☐ No

4a. Can this library media center accommodate a full class of students at one time?

0061 1 ☐ Yes

2 ☐ No → If "No," *go to item 5 on page 5.*

b. If a full class is working in the library media center, can other activities be accommodated concurrently, such as production activities, conferences, small group work, individual browsing?

0062 1 ☐ Yes

2 ☐ No

II

Staffing – These questions ask about the number of professional, clerical and volunteer staff in your library and the highest degrees held by the professional staff members.

5. Does this library media center have any paid library aides or clerical staff?

Do not include volunteers.

0070 1 ☐ Yes – If "Yes," **How many are** -

2 ☐ No

If "No," *go to item 6.*

0071	☐☐	Full-time
0072	☐☐	At least 3/4 time but less than full-time
0073	☐☐	At least 1/2 time but less than 3/4 time
0074	☐☐	Less than 1/2 time
0075	☐☐	**Total** paid library aides or clerical staff.

6. Does this library media center have paid PROFESSIONAL staff who are NOT certified as library media specialists?

Do not include library aides or paid clerical staff.

0076 1 ☐ Yes – If "Yes," **How many are** -

2 ☐ No

If "No," *go to item 7.*

0077	☐☐	Full-time
0078	☐☐	At least 3/4 time but less than full-time
0079	☐☐	At least 1/2 time but less than 3/4 time
0080	☐☐	Less than 1/2 time
0081	☐☐	**Total** paid professional staff NOT certified as library media specialists.

7. Does this library media center have paid professional staff who are CERTIFIED in this state as LIBRARY MEDIA SPECIALISTS?

Count a library media specialist as certified if he/she has met your state's regular or standard certification requirements in the library media specialty area.

Include those who have completed all necessary course work and are eligible for full certification upon completion of a probationary period.

0082 1 ☐ Yes – If "Yes," **How many are** -

2 ☐ No

If "No," *go to item 8 on page 6.*

0083	☐☐	Full-time
0084	☐☐	At least 3/4 time but less than full-time
0085	☐☐	At least 1/2 time but less than 3/4 time
0086	☐☐	Less than 1/2 time
0087	☐☐	**Total** paid professional staff certified as library media specialists in this state.

8. Did you mark "NO" to item 6 AND item 7 on page 5?

0088 1 ☐ Yes → (If "Yes," *go to item 10a on page 7.*)

2 ☐ No

9. For this item:

- *Count each professional staff member only ONCE. Report each person by his/her highest degree earned. If no paid professional staff have a particular degree as their highest degree, mark the "None" box for that degree.*
- *If this library media center does not have any paid professional staff, skip to item 10a on page 7.*
- *Do not include library aides or clerical staff.*

a. How many of the paid professional library media center staff have earned a doctoral degree as their highest degree?

0089 0 ☐ None or ___ Staff members

b. How many of the paid professional library media center staff have earned an education specialist or professional diploma (at least one year beyond the master's level) as their highest degree?

0090 0 ☐ None or ___ Staff members

c. How many of the paid professional library media center staff have a master's degree in librarianship, educational media, instructional design, instructional technology, library science or information science as their highest degree?

0091 0 ☐ None or ___ Staff members

d. How many of the paid professional library media center staff have a master's degree in a field OTHER THAN librarianship, educational media, instructional design, instructional technology, library science or information science as their highest degree?

0092 0 ☐ None or ___ Staff members

e. How many of the paid professional library media center staff have a master's degree in a library related field PLUS a second master's degree as their highest degrees?

0093 0 ☐ None or ___ Staff members

f. How many of the paid professional library media center staff have a bachelor's degree as their highest degree?

0094 0 ☐ None or ___ Staff members

g. How many of the paid professional library media center staff have an associate's degree as their highest degree?

0095 0 ☐ None or ___ Staff members

10a. Do any volunteers provide services for the library media center?

0096 1 ☐ Yes
2 ☐ No → If "No," *go to item 11.*

b. During the most recent full week of school, what was the total number of regularly scheduled volunteers in the library media center who were -

(1) Adult volunteers?

0097 0 ☐ None or ☐☐ Adult volunteers

(2) Student volunteers or aides?

0098 0 ☐ None or ☐☐ Student volunteers

11. Does the school staff member with primary responsibility for this library media center spend time in another school (e.g., an itinerant library media specialist)?

0099 1 ☐ Yes
2 ☐ No
0 ☐ No school staff member has primary responsibility for the library media center

12a. Do you have a district library media center coordinator?

0100 1 ☐ Yes
2 ☐ No → If "No," *go to item 13 on page 8.*

b. Is there a full-time district library media center coordinator?

0101 1 ☐ Yes
2 ☐ No

YOUR COMMENTS

III Technology – These items ask about technology resources in your school. Some questions ask about resources within the library media center and others ask about resources that may be located in other parts of the school.

13. Is the following equipment located within this library media center?

a. Telephone

0102 1 ☐ Yes
2 ☐ No

b. Fax machine

0103 1 ☐ Yes
2 ☐ No

c. Automated circulation system

0104 1 ☐ Yes
2 ☐ No

d. Video laser disc or DVD

0105 1 ☐ Yes
2 ☐ No

e. Technology to assist patrons with disabilities (e.g., TDD, specially equipped work stations)

0106 1 ☐ Yes
2 ☐ No

YOUR COMMENTS

FORM LS-1A (8-6-99)

14. Are the following electronic services available in the library media center either through stand-alone terminals, library local area network (LAN), building-wide LAN, or district wide area network (WAN)?

Mark (X) all that apply.

	Stand alone computer	Library LAN	Building-wide LAN	District WAN	Not available
a. Automated catalogs	0107 1 ☐	0108 1 ☐	0109 1 ☐	0110 1 ☐	0111 1 ☐
b. CD-ROMS	0112 1 ☐	0113 1 ☐	0114 1 ☐	0115 1 ☐	0116 1 ☐
c. Internet access (e.g., Netscape, Internet Explorer)	0117 1 ☐	0118 1 ☐	0119 1 ☐	0120 1 ☐	0121 1 ☐
d. E-Mail	0122 1 ☐	0123 1 ☐	0124 1 ☐	0125 1 ☐	0126 1 ☐
e. Electronic full-text periodicals	0127 1 ☐	0128 1 ☐	0129 1 ☐	0130 1 ☐	0131 1 ☐

15. Does this school have any television sets or video monitors?

0132 1 ☐ Yes

2 ☐ No → If "No," *go to item 22 on page 11.*

16. How does this school receive its television programming?

a. Cable television

0133 1 ☐ Yes

2 ☐ No

b. Broadcast television

0134 1 ☐ Yes

2 ☐ No

c. Closed circuit television

0135 1 ☐ Yes

2 ☐ No

d. Satellite dish

0136 1 ☐ Yes → If "Yes," **Is the satellite dish -** 0137 1 ☐ Fixed

2 ☐ Steerable

3 ☐ Don't know

2 ☐ No

17. Does this library media center have multimedia production facilities (a computer using any text, full color, images and graphics, video, animation and sound)?

0138 1 ☐ Yes
2 ☐ No

18a. Does this library media center use prerecorded video tapes?

0139 1 ☐ Yes
2 ☐ No → If "No," *go to item 19.*

b. How are the prerecorded video tapes acquired for this library media center?

Mark (X) all that apply.

0140 1 ☐ Loan
0141 1 ☐ Rental
0142 1 ☐ Purchase
0143 1 ☐ Gift

19. Does this school or school district belong to a state or regional consortium which purchases the rights to tape programs broadcast via cable or satellite?

0144 1 ☐ Yes
2 ☐ No
3 ☐ Don't know

20a. Does this school have in-house television production facilities?

0145 1 ☐ Yes
2 ☐ No → If "No," *go to item 21.*

b. Are these programs shown -

(1) Within the school?

0146 1 ☐ Yes
2 ☐ No

(2) Outside the school?

0147 1 ☐ Yes
2 ☐ No

21. Does this school participate in distance learning? For example, are any lessons taught via television, satellite, or computer network?

0148 1 ☐ Yes
2 ☐ No
3 ☐ Don't know

IV

1998–1999 – Collections and Expenditures – The items in this section ask about the size and currency of your library media collection. Some of the items ask about the budget and expenditures. If you are not able to give an exact amount, please provide your best estimate.

22. During the 1998-1999 school year, what were the total holdings, additions, and expenditures for the library media center for each of the following kinds of materials?

Report only materials administered by the library media center.

Category	Total number held at the END of the 1998–1999 school year. (1)	Number ACQUIRED DURING the 1998–1999 school year. (2)	Report the amount spent for rental and purchase during the 1998–1999 school year. Round to the nearest dollar. (3)
a. BOOKS (count all copies)	0149	0150	0151 $ .00
b. VIDEO MATERIALS (tape, DVD or laser disc titles. Do not report duplicates)	0152	0153	0154 $ .00
c. CD-ROM TITLES (Do not report duplicates)	0155	0156	0157 $ .00
d. CURRENT PRINT OR MICROFORM PERIODICAL SUBSCRIPTIONS (Do not report duplicates)	0158	0159	0160 $ .00
e. ELECTRONIC SUBSCRIPTIONS	0161	0162	0163 $ .00

23. During the 1998-1999 school year, what was the TOTAL expenditure for the types of materials listed above (in item 22) for this library media center?

Include all expenditures for these materials, even if you are unable to provide expenditures for specific items in item 22.

This total may be greater than the sum of expenditures reported in column (3) of item 22.

0164 0 ☐ None or $ .00

24. What is the copyright date of this library media center's most recent...

Report the four-digit year.

0165 **a. General knowledge encyclopedia?** ____ **or** 0166 0 ☐ None available

0167 **b. World atlas?** ____ **or** 0168 0 ☐ None available

25. For each of the following Dewey decimal numbers or categories, how many volumes were purchased for this library media center during the 1998-99 school year?

Do NOT include classroom collections unless they are administered by the library media center.

Dewey Decimal Number/Category	Volumes purchased during the 1998–1999 school year
616/Medicine and health	0169 ____
629.4/Space	0170 ____
320/Government	0171 ____
914/European geography and travel	0172 ____

26. During the 1998-1999 school year how many volumes did this library media center purchase for its PROFESSIONAL COLLECTION FOR TEACHERS (e.g., curriculum development, instructional practice, educational psychology)?

Do not include classroom collections unless they are administered by the library media center.

0173 ____ Volumes purchased during 1998–1999 school year

27. During the 1998-1999 school year, what was the total expenditure for computer hardware, other than communications equipment, for this library media center?

Include expenditures for purchase, rental, and/or lease.

Report the amount in whole dollars.

0174 0 ☐ None or $ ____ **.00**

28. During the 1998-1999 school year, what was the total expenditure for other audio-visual equipment for this library media center?

Include expenditures for purchase, rental, repair, and/or lease.

0175 0 ☐ None or $ ____ **.00**

FORM LS-1A (8-6-99)

V

Scheduling and Transactions – We are interested in learning about the use of this library media center. The questions in this section ask about scheduling for use by students and teachers.

29a. Which of the following best describes the type of scheduling for classes in the library media center?

Mark (X) only one box.

0176 1 ☐ All classes flexibly scheduled –classes, small groups, and individuals are scheduled for varying time periods appropriate to need → *GO to item 30.*

2 ☐ All classes regularly scheduled (previously specified times)

3 ☐ Some classes regularly scheduled, other classes flexibly scheduled

b. How frequent are the scheduled periods?

Mark (X) only one box.

0177 1 ☐ Weekly

2 ☐ Once every 2 weeks

3 ☐ Varies by grade level

30. Who makes library media center scheduling decisions?

Mark (X) all that apply.

0178 1 ☐ Principal

0179 1 ☐ Library media center staff

0180 1 ☐ Site-based management team

0181 1 ☐ Union (through contract negotiations)

0182 1 ☐ School district

0183 1 ☐ Library media center staff collaborating with classroom teachers.

YOUR COMMENTS

31a. When may students use the library media center independently?

0184
1 ☐ During scheduled periods/set times
2 ☐ Anytime → If "anytime," *go to item 32.*
3 ☐ Never – Students are not allowed to use independently → If "never," *go to item 32.*

b. What are the scheduled periods/set times?

Mark (X) all that apply.

0185 1 ☐ Before or after school
0186 1 ☐ During lunch break
0187 1 ☐ During set times throughout the day
0188 1 ☐ Between classes or during recess

32. During the most recent full week of school, how many times was this library media center used by the following kinds of school groups?

a. Groups of 2 or more classes at the same time

0189 0 ☐ None or ☐☐ Times per week

b. One class only

0190 0 ☐ None or ☐☐ Times per week

c. Small groups (less than a full class)

0191 0 ☐ None or ☐☐ Times per week

33. Is the library media center scheduled to provide teacher release or preparation time?

0192 1 ☐ Yes
2 ☐ No

34. During the most recent full week of school, how many times was the library media center space used by groups for non-library related activities?

0193 0 ☐ None or ☐☐ Times per week

35. During the most recent full week of school, how many students used the library media center?

Provide your best estimate of students coming through your doors, individually and in groups.

0194 ☐☐☐☐ Students per week

FORM LS-14 (8-6-90)

561

36. During the most recent full week of school, what was the total number of books and other materials checked out from the library media center?

Include items checked out by all persons.

0195 [ ][ ][ ][ ][ ][ ] Total

37a. What is the maximum number of books that a student may take out of the library media center at a time?

Mark (X) only one box.

0196
- 1 ☐ May not borrow
- 2 ☐ 1–2 books
- 3 ☐ 3–5 books
- 4 ☐ 6 or more books
- 5 ☐ Varies by grade level

b. Which of the following may students take out of the library media center?

Mark (X) all that apply.

- 0197 1 ☐ Reference material
- 0198 1 ☐ Periodicals
- 0199 1 ☐ AV materials
- 0200 1 ☐ AV equipment
- 0201 1 ☐ Computer software (includes CD-ROM)
- 0202 1 ☐ Computer hardware
- 0203 1 ☐ None of the above

38. Are the following persons allowed to check out materials?

a. Prekindergarten students

0204
- 1 ☐ Yes
- 2 ☐ No
- 0 ☐ No prekindergarten students at this school

b. Kindergarten students

0205
- 1 ☐ Yes
- 2 ☐ No
- 0 ☐ No kindergarten students at this school

c. Parents

0206
- 1 ☐ Yes
- 2 ☐ No

VI

Collaboration and Policy – Often library media center staff collaborate with classroom teachers to help them plan and deliver instruction. We are also interested in learning about certain policies this library media center may have in place.

39a. Are you a library media specialist or school librarian?

0207 1 ☐ Yes
2 ☐ No → If "No," *go to item 40.*

b. Were you working in this school library last school year (1998-1999)?

0208 1 ☐ Yes
2 ☐ No → If "No," *go to item 40.*

c. During the 1998-1999 school year, how frequently did you work with classroom teachers to plan and deliver instruction in each of the following curricular areas?

Type of instruction		Frequency *Mark (X) one box on each line.* Weekly	Monthly	Quarterly	Annually	Never	Not applicable
(1) Arts and humanities	0209	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(2) English	0210	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(3) Foreign language	0211	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(4) Health/Physical education	0212	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(5) Math	0213	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(6) Reading/Language arts	0214	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(7) Science	0215	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(8) Social studies	0216	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(9) Vocational/ Technical education	0217	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

40. Does this school have any of the following school board-approved policies?
Mark (X) all that apply.

0218 1 ☐ Acceptable use policy for the Internet
0219 1 ☐ Copyright policy
0220 1 ☐ Materials selection

41. Does this school have a library policy and procedures manual?

0221 1 ☐ Yes
2 ☐ No

42. **Please indicate how much time it took you to complete this form, not counting interruptions.**

Please record the time in minutes, e.g., 50 minutes, 65 minutes, etc.

0222 [ ][ ][ ] Minutes

Thank you very much for your participation in this survey.

Please return this survey in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

Find out more about the Schools and Staffing Survey (SASS) and information about school library media centers that was collected last survey. See SASS on the World Wide Web at:

http://nces.ed.gov/surveys/sass

Look for the report "School Library Media Centers: 1993-1994" under Publications (NCES 98-282).

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES's Web site at:

http://nces.ed.gov

For additional data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

http://www.fedstats.gov

OMB No. 1850-0598: Approval Expires 09/30/2001

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU

PRIVATE SCHOOL LIBRARY MEDIA CENTER QUESTIONNAIRE

SCHOOLS AND STAFFING SURVEY
1999-2000 SCHOOL YEAR

(Please correct any errors in name, address, and ZIP Code.)

I.

X50 1 ☐ Yes
2 ☐ No → If you answered "No," it is very important that you call the Census Bureau toll free at 1-800-221-1204.

II.

A Library Media Center is an organized collection of printed and/or audiovisual and/or computer resources which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers, and administrators.

A Library Media Center may be called a library, media center, resource center, information center, instructional materials center, learning resource center, or some other name.

X61 1 ☐ Yes → ***Continue with this questionnaire or give it to the individual who is responsible for this school's library media center, e.g., the librarian or library media specialist.***
2 ☐ No

STOP NOW AND RETURN THIS QUESTIONNAIRE TO THE CENSUS BUREAU IN THE ENCLOSED ENVELOPE. THANK YOU FOR YOUR TIME.

FORM **LS-1B**
(9-6-99)

DEAR PRINCIPAL:

See the enclosed letter for information on completing this survey over the Internet.

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in this survey. The U.S. Census Bureau is conducting this survey by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e).

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?

We are conducting this survey with only a sample of school library media centers. Therefore, the value of your individual contribution is greatly increased because it represents many other school library media centers. We encourage you to participate in this voluntary survey.

THIS SURVEY HAS BEEN ENDORSED BY:

American Montessori Society
American Muslim Council
Association of Christian Schools International
Association of Christian Teachers and Schools
American Library Association
American Association of School Librarians
Association of Waldorf Schools of North America
Christian Schools International
Council for American Private Education
Evangelical Lutheran Church of America
Friends Council on Education
Jesuit Secondary Education Association
Lutheran Church-Missouri Synod
Department of School Ministry
Board for Congregational Services
National Association of Independent Schools
National Association of Private Schools for Exceptional Children
The National Catholic Educational Association
National Christian School Association
National Coalition of Girls' Schools
National Independent Private Schools Association
North American Division of Seventh Day Adventists
Oral Roberts University Educational Fellowship
Torah Umesorah – National Society for Hebrew Day Schools
United States Catholic Conference
Wisconsin Evangelical Lutheran Synod

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT.

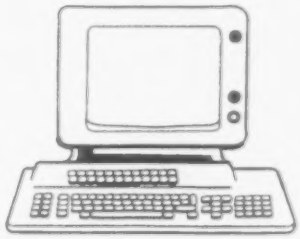
SINCERELY,

Gary W. Phillips

GARY W. PHILLIPS
ACTING COMMISSIONER OF EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 60 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns about the contents of this questionnaire, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.



Internet Reporting Option

We hope you will respond over the Internet if you can; otherwise, please complete this questionnaire.

Why Report Over the Internet?

- Fast--Sail through the questions.
- Easy--Just scroll and click.
- Convenient--You may stop and start as often as you want.
    - You may print out the survey and save your answers.
    - When finished, click one button--there's no need to mail back a paper form.
- You can access the results of the previous survey at the following website: **http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=98282** This website is also provided at the end of the survey.
- Answering the survey over the Internet reduces costs to the taxpayer.

To Report Over the Internet

If you have Netscape version 3 or higher OR Microsoft Internet Explorer version 3 or higher, you can complete this survey over the Internet.

To report over the Internet, follow these four steps:

1. Go to our website: **http://www.census.gov/casro/survey**
2. Enter your username:
3. Enter your password, per the instructions on the screen.
4. Read the instructions on the screen and begin filling out the survey.

If you have any questions, please call our Web help desk at 1-800-523-3205.

The data we receive are protected under Section 406(B) of the General Education Provisions Act, as amended (20 USC 1221e). If you choose this reporting option, you will be sending your data to the Census Bureau via the Internet. While there are laws protecting against unauthorized interception of data transmissions, there is a remote possibility that someone could intercept your transmission. To protect your information, all data transmissions will use the strongest level of encryption supported by your browser. If you have questions about the level of encryption supported by your browser or would like assistance upgrading to a higher level of encryption, please call our Web help desk on 1-800-523-3205.

BEST COPY AVAILABLE

INSTRUCTIONS

- We suggest that you use a pencil or ball point pen to complete this questionnaire.
- Report data for this school's library media center only.
- "Library media center" is the phrase used throughout the questionnaire to cover what may be called any of the following: library, media center, resource center, information center, instructional material center, learning resource center, or some other name.
- If you are unsure about how to answer a question, give the best answer you can, and make a comment in the "Your Comments" section on pages 8, 9, and 14. Please do not write any comments near the answer spaces.

☎ If you have any questions, call the Census Bureau at 1-800-221-1204. Someone will be available to take our call Monday through Friday 8:30 am-5:00 pm (Eastern Time).

✉

Please keep track of the time you spend completing this questionnaire. At the end of the survey, you are asked to record the amount of time spent.

I Facilities – We are interested in learning about the facilities that are available within the library media center. These questions ask about the organization of your library media center.

1. How is this library media center organized?

Mark (X) only one box.

0052 1 ☐ Centralized (one area in one building)

2 ☐ Decentralized (collections or services available in more than one location on a campus or in another building)

2. What is the total seating capacity of the library media center?

0053 ☐☐☐ Seats

3. Are the following types of areas located within this school's library media center?		*Mark (X) one box on each line.*
a. Individual reading, viewing, and listening	0054	1 ☐ Yes 2 ☐ No
b. Small group (5 persons or less) activity areas (viewing or listening)	0055	1 ☐ Yes 2 ☐ No
c. Large group (more than 5 persons) activity areas (viewing or listening)	0056	1 ☐ Yes 2 ☐ No
d. Work area (where library staff order, label, etc.)	0057	1 ☐ Yes 2 ☐ No
e. Media production area (where library media specialists, teachers or students produce tapes, slides, etc.)	0058	1 ☐ Yes 2 ☐ No
f. Conference rooms	0059	1 ☐ Yes 2 ☐ No
g. Computer access area or lab	0060	1 ☐ Yes 2 ☐ No

4a. Can this library media center accommodate a full class of students at one time?

0061 1 ☐ Yes

2 ☐ No → *If "No," go to item 5a on page 5.*

b. If a full class is working in the library media center, can other activities be accommodated concurrently, such as production activities, conferences, small group work, individual browsing?

0062 1 ☐ Yes

2 ☐ No

568

II Staffing – These questions ask about the number of professional, clerical and volunteer staff in your library and the highest degrees held by the professional staff members.

5a. Does this school have a religious orientation, purpose, or affiliation?

0063 1 ☐ Yes

2 ☐ No

If "No," *go to item 6.*

b. Do any of the employees work on a Contributed Service basis in this library media center?

Contributed services staff are those, such as members of religious orders, whose services are valued by bookkeeping entries rather than by full cash transactions. Do not include volunteers.

0064 1 ☐ Yes – If "Yes," **How many are** -

2 ☐ No

If "No," *go to item 6.*

0065 ___ Full-time

0066 ___ At least 3/4 time but less than full-time

0067 ___ At least 1/2 time but less than 3/4 time

0068 ___ Less than 1/2 time

0069 ___ **Total** Contributed Service employees

6. Does this library media center have any paid library aides or clerical staff?

Do not include volunteers.

0070 1 ☐ Yes – If "Yes," **How many are** -

2 ☐ No

If "No," *go to item 7 on page 6.*

0071 ___ Full-time

0072 ___ At least 3/4 time but less than full-time

0073 ___ At least 1/2 time but less than 3/4 time

0074 ___ Less than 1/2 time

0075 ___ **Total** paid library aides or clerical staff.

7. Does this library media center have paid PROFESSIONAL staff who are NOT certified as library media specialists?

- *Do not include library aides or clerical staff.*

0076 1 ☐ Yes – If "Yes," **How many are -**

2 ☐ No

If "No," *go to item 8.*

0077 ☐☐ Full-time

0078 ☐☐ At least 3/4 time but less than full-time

0079 ☐☐ At least 1/2 time but less than 3/4 time

0080 ☐☐ Less than 1/2 time

0081 ☐☐ **Total** paid professional staff NOT certified as library media specialists.

8. Does this library media center have paid professional staff who are CERTIFIED in this state as LIBRARY MEDIA SPECIALISTS?

- *Count a library media specialist as certified if he/she has met your state's regular or standard certification requirements in the library media specialty area.*
- *Include those who have completed all necessary course work and are eligible for full certification upon completion of a probationary period.*

0082 1 ☐ Yes – If "Yes," **How many are -**

2 ☐ No

If "No," *go to item 9 on page 7.*

0083 ☐☐ Full-time

0084 ☐☐ At least 3/4 time but less than full-time

0085 ☐☐ At least 1/2 time but less than 3/4 time

0086 ☐☐ Less than 1/2 time

0087 ☐☐ **Total** paid professional staff certified as library media specialists in this state.

FORM LS 1B (8-6-98)

9. Did you mark "NO" to item 7 AND item 8 on page 6?

0088 1 ☐ Yes → (If "Yes," *go to item 11a on page 8.*)

2 ☐ No

10a. For this item:

- *Count each professional staff member only ONCE. Report each person by his/her highest degree earned. If no paid professional staff have a particular degree as their highest degree, mark the "None" box for that degree.*
- *If this library media center does not have any paid professional staff, skip to item 11a on page 8.*
- *Do not include library aides or clerical staff.*

a. How many of the paid professional library media center staff have earned a doctoral degree as their highest degree?

0089 0 ☐ None or ___ Staff members

b. How many of the paid professional library media center staff have earned an education specialist or professional diploma (at least one year beyond the master's level) as their highest degree?

0090 0 ☐ None or ___ Staff members

c. How many of the paid professional library media center staff have a master's degree in librarianship, educational media, instructional design, instructional technology, library science or information science as their highest degree?

0091 0 ☐ None or ___ Staff members

d. How many of the paid professional library media center staff have a master's degree in a field OTHER THAN librarianship, educational media, instructional design, instructional technology, library science or information science as their highest degree?

0092 0 ☐ None or ___ Staff members

e. How many of the paid professional library media center staff have a master's degree in a library related field PLUS a second master's degree as their highest degrees?

0093 0 ☐ None or ___ Staff members

f. How many of the paid professional library media center staff have a bachelor's degree as their highest degree?

0094 0 ☐ None or ___ Staff members

g. How many of the paid professional library media center staff have an associate's degree as their highest degree?

0095 0 ☐ None or ___ Staff members

11a. Do any volunteers provide services for the library media center?

0096
1 ☐ Yes
2 ☐ No → If "No," *go to item 12.*

b. During the most recent full week of school, what was the total number of regularly scheduled volunteers in the library media center who were -

(1) Adult volunteers?

0097 0 ☐ None or ☐☐ Adult volunteers

(2) Student volunteers or aides?

0098 0 ☐ None or ☐☐ Student volunteers

12. Does the school staff member with primary responsibility for this library media center spend time in another school (e.g., an itinerant library media specialist)?

0099
1 ☐ Yes
2 ☐ No
0 ☐ No school staff member has primary responsibility for the library media center

YOUR COMMENTS

FORM LS-19-18-6-99

III Technology – These items ask about technology resources in your school. Some questions ask about resources within the library media center and others ask about resources that may be located in other parts of the school.

13. Is the following equipment located within this library media center?

a. Telephone

0102 1 ☐ Yes
2 ☐ No

b. Fax machine

0103 1 ☐ Yes
2 ☐ No

c. Automated circulation system

0104 1 ☐ Yes
2 ☐ No

d. Video laser disc or DVD

0105 1 ☐ Yes
2 ☐ No

e. Technology to assist patrons with disabilities (e.g., TDD, specially equipped work stations)

0106 1 ☐ Yes
2 ☐ No

YOUR COMMENTS

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14. Are the following electronic services available in the library media center either through stand-alone terminals, library local area network (LAN), building-wide LAN?

Mark (X) all that apply.

	Stand alone computer	Library LAN	Building-wide LAN	Not available
a. Automated catalogs	0107 1 ☐	0108 1 ☐	0109 1 ☐	0111 1 ☐
b. CD-ROMS	0112 1 ☐	0113 1 ☐	0114 1 ☐	0116 1 ☐
c. Internet access (e.g., Netscape, Internet Explorer)	0117 1 ☐	0118 1 ☐	0119 1 ☐	0121 1 ☐
d. E-Mail	0122 1 ☐	0123 1 ☐	0124 1 ☐	0126 1 ☐
e. Electronic full-text periodicals	0127 1 ☐	0128 1 ☐	0129 1 ☐	0131 1 ☐

15. Does this school have any television sets or video monitors?

0132
1 ☐ Yes
2 ☐ No → If "No," *go to item 22 on page 12.*

16. How does this school receive its television programming?

a. Cable television

0133
1 ☐ Yes
2 ☐ No

b. Broadcast television

0134
1 ☐ Yes
2 ☐ No

c. Closed circuit television

0135
1 ☐ Yes
2 ☐ No

d. Satellite dish

0136
1 ☐ Yes → If "Yes," **Is the satellite dish -** 0137 1 ☐ Fixed
2 ☐ Steerable
3 ☐ Don't know
2 ☐ No

FORM LS-1B (8-6-99)

17. Does this library media center have multimedia production facilities (a computer using any text, full color, images and graphics, video, animation and sound)?

0138 1 ☐ Yes
2 ☐ No

18a. Does this library media center use prerecorded video tapes?

0139 1 ☐ Yes
2 ☐ No → If "No," *go to item 19.*

b. How are the prerecorded video tapes acquired for this library media center?

Mark (X) all that apply.

0140 1 ☐ Loan
0141 1 ☐ Rental
0142 1 ☐ Purchase
0143 1 ☐ Gift

19. Does this school belong to a state or regional consortium which purchases the rights to tape programs broadcast via cable or satellite?

0144 1 ☐ Yes
2 ☐ No
3 ☐ Don't know

20a. Does this school have in-house television production facilities?

0145 1 ☐ Yes
2 ☐ No → If "No," *go to item 21.*

b. Are these programs shown -

(1) Within the school?

0146 1 ☐ Yes
2 ☐ No

(2) Outside the school?

0147 1 ☐ Yes
2 ☐ No

21. Does this school participate in distance learning? For example, are any lessons taught via television, satellite, or computer network?

0148 1 ☐ Yes
2 ☐ No
3 ☐ Don't know

IV

1998–1999 – Collections and Expenditures – The items in this section ask about the size and currency of your library media collection. Some of the items ask about the budget and expenditures. If you are not able to give an exact amount, please provide your best estimate.

22. During the 1998-1999 school year, what were the total holdings, additions, and expenditures for the library media center for each of the following kinds of materials?

Report only materials administered by the library media center.

Category	Total number held at the END of the 1998–1999 school year. (1)	Number ACQUIRED DURING the 1998–1999 school year. (2)	Report the amount spent for rental and purchase during the 1998–1999 school year. Round to the nearest dollar. (3)
a. BOOKS (count all copies)	0149	0150	0151 $ .00
b. VIDEO MATERIALS (tape, DVD or laser disc titles. Do not report duplicates)	0152	0153	0154 $ .00
c. CD-ROM TITLES (Do not report duplicates)	0155	0156	0157 $ .00
d. CURRENT PRINT OR MICROFORM PERIODICAL SUBSCRIPTIONS (Do not report duplicates)	0158	0159	0160 $ .00
e. ELECTRONIC SUBSCRIPTIONS	0161	0162	0163 $ .00

23. During the 1998-1999 school year, what was the TOTAL expenditure for the types of materials listed above (in item 22) for this library media center?

Include all expenditures for these materials, even if you are unable to provide expenditures for specific items in item 22.

This total may be greater than the sum of expenditures reported in column (3) of item 22.

0164 ☐ None or $ .00

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FORM LS-18 (8-6-99)

24. What is the copyright date of this library media center's most recent...

Report the four-digit year.

0165 **a. General knowledge encyclopedia?** ____ **or** 0166 0 ☐ None available

0167 **b. World atlas?** ____ **or** 0168 0 ☐ None available

25. For each of the following Dewey decimal numbers or categories, how many volumes were purchased for this library media center during the 1998-1999 school year?

Do NOT include classroom collections unless they are administered by the library media center.

Dewey Decimal Number/Category	Volumes purchased during the 1998–1999 school year
616/Medicine and health	0169 ____
629.4/Space	0170 ____
320/Government	0171 ____
914/European geography and travel	0172 ____

26. During the 1998-1999 school year how many volumes did this library media center purchase for its PROFESSIONAL COLLECTION FOR TEACHERS (e.g., curriculum development, instructional practice, educational psychology)?

Do not include classroom collections unless they are administered by the library media center.

0173 ____ Volumes purchased during 1998–99 school year

27. During the 1998-1999 school year, what was the total expenditure for computer hardware, other than communications equipment, for this library media center?

Include expenditures for purchase, rental, and/or lease.

Report the amount in whole dollars.

0174 0 ☐ None or $ ____ **.00**

28. During the 1998-1999 school year, what was the total expenditure for other audio-visual equipment for this library media center?

Include expenditures for purchase, rental, repair, and/or lease.

0175 0 ☐ None or $ ____ **.00**

V

Scheduling and Transactions – We are interested in learning about the use of this library media center. The questions in this section ask about scheduling for use by students and teachers.

29a. Which of the following best describes the type of scheduling for classes in the library media center?

Mark (X) only one box.

0176 1 ☐ All classes flexibly scheduled –classes, small groups, and individuals are scheduled for varying time periods appropriate to need → *GO to item 30.*

2 ☐ All classes regularly scheduled (previously specified times)

3 ☐ Some classes regularly scheduled, other classes flexibly scheduled

b. How frequent are the scheduled periods?

Mark (X) only one box.

0177 1 ☐ Weekly

2 ☐ Once every 2 weeks

3 ☐ Varies by grade level

30. Who makes library media center scheduling decisions?

Mark (X) all that apply.

0178 1 ☐ Principal

0179 1 ☐ Library media center staff

0180 1 ☐ Site-based management team

0181 1 ☐ Union (through contract negotiations)

0183 1 ☐ Library media center staff collaborating with classroom teachers.

YOUR COMMENTS

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31a. When may students use the library media center independently?

0184
1 ☐ During scheduled periods/set times
2 ☐ Anytime → If "anytime," *go to item 32.*
3 ☐ Never – Students are not allowed to use independently → If "never," *go to item 32.*

b. What are the scheduled periods/set times?

● *Mark (X) all that apply.*

0185 1 ☐ Before or after school
0186 1 ☐ During lunch break
0187 1 ☐ During set times throughout the day
0188 1 ☐ Between classes or during recess

32. During the most recent full week of school, how many times was this library media center used by the following kinds of school groups?

a. Groups of 2 or more classes at the same time

0189 0 ☐ None or ☐☐ Times per week

b. One class only

0190 0 ☐ None or ☐☐ Times per week

c. Small groups (less than a full class)

0191 0 ☐ None or ☐☐ Times per week

33. Is the library media center scheduled to provide teacher release or preparation time?

0192 1 ☐ Yes
2 ☐ No

34. During the most recent full week of school, how many times was the library media center space used by groups for non-library related activities?

0193 0 ☐ None or ☐☐ Times per week

35. During the most recent full week of school, how many students used the library media center?

Provide your best estimate of students coming through your doors, individually and in groups.

0194 ☐☐☐☐ Students per week

36. During the most recent full week of school, what was the total number of books and other materials checked out from the library media center?

Include items checked out by all persons.

0195 ☐☐☐☐☐ Total

37a. What is the maximum number of books that a student may take out of the library media center at a time?

Mark (X) only one box.

0196
1 ☐ May not borrow
2 ☐ 1–2 books
3 ☐ 3–5 books
4 ☐ 6 or more books
5 ☐ Varies by grade level

b. Which of the following may students take out of the library media center?

Mark (X) all that apply.

0197 1 ☐ Reference material
0198 1 ☐ Periodicals
0199 1 ☐ AV materials
0200 1 ☐ AV equipment
0201 1 ☐ Computer software (includes CD-ROM)
0202 1 ☐ Computer hardware
0203 1 ☐ None of the above

38. Are the following persons allowed to check out materials?

a. Prekindergarten students

0204
1 ☐ Yes
2 ☐ No
0 ☐ No prekindergarten students at this school

b. Kindergarten students

0205
1 ☐ Yes
2 ☐ No
0 ☐ No kindergarten students at this school

c. Parents

0206
1 ☐ Yes
2 ☐ No

VI

Collaboration and Policy – Often library media center staff collaborate with classroom teachers to help them plan and deliver instruction. We are also interested in learning about certain policies this library media center may have in place.

39a. Are you a library media specialist or school librarian?

0207
1 ☐ Yes
2 ☐ No → If "No," *go to item 40.*

b. Were you working in this school library last school year (1998-1999)?

0208
1 ☐ Yes
2 ☐ No → If "No," *go to item 40.*

c. During the 1998-1999 school year, how frequently did you work with classroom teachers to plan and deliver instruction in each of the following curricular areas?

Type of instruction		Frequency *Mark (X) one box on each line.*					
		Weekly	Monthly	Quarterly	Annually	Never	Not applicable
(1) Arts and humanities	0209	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(2) English	0210	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(3) Foreign language	0211	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(4) Health/Physical education	0212	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(5) Math	0213	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(6) Reading/Language arts	0214	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(7) Science	0215	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(8) Social studies	0216	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(9) Vocational/ Technical education	0217	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

40. Does this school have a library policy and procedures manual?

0221
1 ☐ Yes
2 ☐ No

41. Please indicate how much time it took you to complete this form, not counting interruptions.

Please record the time in minutes, e.g., 50 minutes, 65 minutes, etc.

0222 ☐☐☐ Minutes

Thank you very much for your participation in this survey.

Please return this survey in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

Find out more about the Schools and Staffing Survey (SASS) and information about Library Media Centers that was collected last survey. See SASS on the World Wide Web at:

http://nces.ed.gov/surveys/sass

Look for the report "School Library Media Centers: 1993-1994" under publications (NCES 98-282).

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES's Web site at:

http://nces.ed.gov

For additional data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

http://www.fedstats.gov

FORM LS-18 (8-6-99)

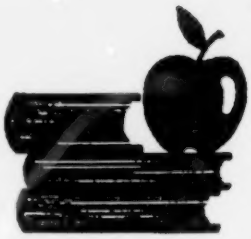
OMB No. 1850-0598: Approval Expires 09/30/2001

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU

INDIAN SCHOOL LIBRARY MEDIA CENTER QUESTIONNAIRE

SCHOOLS AND STAFFING SURVEY
1999–2000 SCHOOL YEAR



(Please correct any errors in name, address, and ZIP Code.)

I.

0050 1 ☐ Yes
2 ☐ No → If you answered "No," it is very important that you call the Census Bureau toll free at 1–800–221–1204.

II.

A Library Media Center is an organized collection of printed and/or audiovisual and/or computer resources which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers, and administrators.

A Library Media Center may be called a library, media center, resource center, information center, instructional materials center, learning resource center, or some other name.

0051 1 ☐ Yes → ***Continue with this questionnaire or give it to the individual who is responsible for this school's library media center, e.g., the librarian or library media specialist.***
2 ☐ No

STOP NOW AND RETURN THIS QUESTIONNAIRE TO THE CENSUS BUREAU IN THE ENCLOSED ENVELOPE. THANK YOU FOR YOUR TIME.

FORM **LS-1C**
(7-27-99)

DEAR PRINCIPAL:

See the enclosed letter for information on completing this survey over the Internet.

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in this survey. The U.S. Census Bureau is conducting this survey by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e).

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?

We are conducting this survey with only a sample of school library media centers. Therefore, the value of your individual contribution is greatly increased because it represents many other school library media centers. We encourage you to participate in this voluntary survey.

THIS SURVEY HAS BEEN ENDORSED BY:

- American Association of School Administrators
- American Association of School Librarians
- American Counseling Association
- American Federation of Teachers
- American Library Association
- Association of Community Tribal Schools
- Bureau of Indian Affairs, Office of Indian Education Programs
- Council of Chief State School Officers
- Council of Great City Schools
- Department of Middle Level Services, National Association of Secondary School Principals
- National Association of Elementary School Principals
- National Association of Secondary School Principals
- National Center for Improving Science Education
- National Council of Teachers of Mathematics
- National Education Association
- National Indian Education Association
- National Middle School Association

THANK YOU FOR YOUR COOPERATION IN THIS IMPORTANT EFFORT.

SINCERELY,

Gary W. Phillips

GARY W. PHILLIPS
ACTING COMMISSIONER OF EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0598. The time required to complete this information collection is estimated to average 60 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns about the contents of this questionnaire, write directly to: Schools and Staffing Survey, National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

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INSTRUCTIONS

- We suggest that you use a pencil or ball point pen to complete this questionnaire.
- Report data for this school's library media center only.
- "Library media center" is the phrase used throughout the questionnaire to cover what may be called any of the following: library, media center, resource center, information center, instructional material center, learning resource center, or some other name.
- If you are unsure about how to answer a question, give the best answer you can, and make a comment in the "Your Comments" section on pages 6, 7, and 12. Please do not write any comments near the answer spaces.
- If you have any questions, call the Census Bureau at 1-800-221-1204. Someone will be available to take our call Monday through Friday 8:30 am-5:00 pm (Eastern Time).

Please keep track of the time you spend completing this questionnaire. At the end of the survey, you are asked to record the amount of time spent.

I Facilities – We are interested in learning about the facilities that are available within the library media center. These questions ask about the organization of your library media center.

1. How is this library media center organized?

Mark (X) only one box.

0052 1 ☐ Centralized (one area in one building)

2 ☐ Decentralized (collections or services available in more than one location on a campus or in another building)

2. What is the total seating capacity of the library media center?

0053 ☐☐☐ Seats

3. Are the following types of areas located within this school's library media center?		*Mark (X) one box on each line.*
a. Individual reading, viewing, and listening	0054	1 ☐ Yes 2 ☐ No
b. Small group (5 persons or less) activity areas (viewing or listening)	0055	1 ☐ Yes 2 ☐ No
c. Large group (more than 5 persons) activity areas (viewing or listening)	0056	1 ☐ Yes 2 ☐ No
d. Work area (where library staff order, label, etc.)	0057	1 ☐ Yes 2 ☐ No
e. Media production area (where library media specialists, teachers or students produce tapes, slides, etc.)	0058	1 ☐ Yes 2 ☐ No
f. Conference rooms	0059	1 ☐ Yes 2 ☐ No
g. Computer access area or lab	0060	1 ☐ Yes 2 ☐ No

4a. Can this library media center accommodate a full class of students at one time?

0061 1 ☐ Yes

2 ☐ No → If "No," *go to item 5 on page 4.*

b. If a full class is working in the library media center, can other activities be accommodated concurrently, such as production activities, conferences, small group work, individual browsing?

0062 1 ☐ Yes

2 ☐ No

II

Staffing – These questions ask about the number of professional, clerical and volunteer staff in your library and the highest degrees held by the professional staff members.

5. Does this library media center have any paid library aides or clerical staff?

Do not include volunteers.

0070 1 ☐ Yes – If "Yes," **How many are -**

2 ☐ No

If "No," *go to item 6.*

0071	☐☐	Full-time
0072	☐☐	At least 3/4 time but less than full-time
0073	☐☐	At least 1/2 time but less than 3/4 time
0074	☐☐	Less than 1/2 time
0075	☐☐	**Total** paid library aides or clerical staff.

6. Does this library media center have paid PROFESSIONAL staff who are NOT certified as library media specialists?

Do not include library aides or clerical staff.

0076 1 ☐ Yes – If "Yes," **How many are -**

2 ☐ No

If "No," *go to item 7.*

0077	☐☐	Full-time
0078	☐☐	At least 3/4 time but less than full-time
0079	☐☐	At least 1/2 time but less than 3/4 time
0080	☐☐	Less than 1/2 time
0081	☐☐	**Total** paid professional staff NOT certified as library media specialists.

7. Does this library media center have paid professional staff who are CERTIFIED in this state as LIBRARY MEDIA SPECIALISTS?

Count a library media specialist as certified if he/she has met your state's regular or standard certification requirements in the library media specialty area.

Include those who have completed all necessary course work and are eligible for full certification upon completion of a probationary period.

0082 1 ☐ Yes – If "Yes," **How many are -**

2 ☐ No

If "No," *go to item 8 on page 5.*

0083	☐☐	Full-time
0084	☐☐	At least 3/4 time but less than full-time
0085	☐☐	At least 1/2 time but less than 3/4 time
0086	☐☐	Less than 1/2 time
0087	☐☐	**Total** paid professional staff certified as library media specialists in this state.

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8. Did you mark "NO" to item 6 AND item 7 on page 5?

0088 1 ☐ Yes → (If "Yes," go to item 10a on page 6.)

2 ☐ No

9. For this item:

- *Count each professional staff member only ONCE. Report each person by his/her highest degree earned. If no paid professional staff have a particular degree as their highest degree, mark the "None" box for that degree.*
- *If this library media center does not have any paid professional staff, skip to item 10a on page 6.*
- *Do not include library aides or clerical staff.*

a. How many of the paid professional library media center staff have earned a doctoral degree as their highest degree?

0089 0 ☐ None or ___ Staff members

b. How many of the paid professional library media center staff have earned an education specialist or professional diploma (at least one year beyond the master's level) as their highest degree?

0090 0 ☐ None or ___ Staff members

c. How many of the paid professional library media center staff have a master's degree in librarianship, educational media, instructional design, instructional technology, library science or information science as their highest degree?

0091 0 ☐ None or ___ Staff members

d. How many of the paid professional library media center staff have a master's degree in a field OTHER THAN librarianship, educational media, instructional design, instructional technology, library science or information science as their highest degree?

0092 0 ☐ None or ___ Staff members

e. How many of the paid professional library media center staff have a master's degree in a library related field PLUS a second master's degree as their highest degrees?

0093 0 ☐ None or ___ Staff members

f. How many of the paid professional library media center staff have a bachelor's degree as their highest degree?

0094 0 ☐ None or ___ Staff members

g. How many of the paid professional library media center staff have an associate's degree as their highest degree?

0095 0 ☐ None or ___ Staff members

10a. Do any volunteers provide services for the library media center?

0096
1 ☐ Yes
2 ☐ No → If "No," *go to item 11.*

b. During the most recent full week of school, what was the total number of regularly scheduled volunteers in the library media center who were -

(1) Adult volunteers?

0097 0 ☐ None or ☐☐ Adult volunteers

(2) Student volunteers or aides?

0098 0 ☐ None or ☐☐ Student volunteers

11. Does the school staff member with primary responsibility for this library media center spend time in another school (e.g., an itinerant library media specialist)?

0099
1 ☐ Yes
2 ☐ No
0 ☐ No school staff member has primary responsibility for the library media center

YOUR COMMENTS

III Technology – These items ask about technology resources in your school. Some questions ask about resources within the library media center and others ask about resources that may be located in other parts of the school.

12. Is the following equipment located within this library media center?

a. Telephone

0102 1 ☐ Yes
2 ☐ No

b. Fax machine

0103 1 ☐ Yes
2 ☐ No

c. Automated circulation system

0104 1 ☐ Yes
2 ☐ No

d. Video laser disc or DVD

0105 1 ☐ Yes
2 ☐ No

e. Technology to assist patrons with disabilities (e.g., TDD, specially equipped work stations)

0106 1 ☐ Yes
2 ☐ No

YOUR COMMENTS

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13. Are the following electronic services available in the library media center either through stand-alone terminals, library local area network (LAN), building-wide LAN, or district wide area network (WAN)?

Mark (X) all that apply.

	Stand alone computer	Library LAN	Building-wide LAN	Not available
a. **Automated catalogs**	0107 1 ☐	0108 1 ☐	0109 1 ☐	0111 1 ☐
b. **CD-ROMS**	0112 1 ☐	0113 1 ☐	0114 1 ☐	0116 1 ☐
c. **Internet access (e.g., Netscape, Internet Explorer)**	0117 1 ☐	0118 1 ☐	0119 1 ☐	0121 1 ☐
d. **E-Mail**	0122 1 ☐	0123 1 ☐	0124 1 ☐	0126 1 ☐
e. **Electronic full-text periodicals**	0127 1 ☐	0128 1 ☐	0129 1 ☐	0131 1 ☐

14. Does this school have any television sets or video monitors?

0132 1 ☐ Yes
2 ☐ No → If "No," *go to item 21 on page 10.*

15. How does this school receive its television programming?

a. Cable television

0133 1 ☐ Yes
2 ☐ No

b. Broadcast television

0134 1 ☐ Yes
2 ☐ No

c. Closed circuit television

0135 1 ☐ Yes
2 ☐ No

d. Satellite dish

0136 1 ☐ Yes → If "Yes," **Is the satellite dish -** 0137 1 ☐ Fixed
2 ☐ Steerable
3 ☐ Don't know
2 ☐ No

FORM LS-1C (7-27-99)

16. Does this library media center have multimedia production facilities (a computer using any text, full color, images and graphics, video, animation and sound)?

0138
1 ☐ Yes
2 ☐ No

17a. Does this library media center use prerecorded video tapes?

0139
1 ☐ Yes
2 ☐ No → If "No," *go to item 18.*

b. How are the prerecorded video tapes acquired for this library media center?

Mark (X) all that apply.

0140 1 ☐ Loan
0141 1 ☐ Rental
0142 1 ☐ Purchase
0143 1 ☐ Gift

18. Does this school belong to a state or regional consortium which purchases the rights to tape programs broadcast via cable or satellite?

0144
1 ☐ Yes
2 ☐ No
3 ☐ Don't know

19a. Does this school have in-house television production facilities?

0145
1 ☐ Yes
2 ☐ No → If "No," *go to item 20.*

b. Are these programs shown -

(1) Within the school?

0146
1 ☐ Yes
2 ☐ No

(2) Outside the school?

0147
1 ☐ Yes
2 ☐ No

20. Does this school participate in distance learning? For example, are any lessons taught via television, satellite, or computer network?

0148
1 ☐ Yes
2 ☐ No
3 ☐ Don't know

IV

1998–1999 – Collections and Expenditures – The items in this section ask about the size and currency of your library media collection. Some of the items ask about the budget and expenditures. If you are not able to give an exact amount, please provide your best estimate.

21. During the 1998-1999 school year, what were the total holdings, additions, and expenditures for the library media center for each of the following kinds of materials?

Report only materials administered by the library media center.

Category	Total number held at the END of the 1998–1999 school year. (1)	Number ACQUIRED DURING the 1998–1999 school year. (2)	Report the amount spent for rental and purchase during the 1998–1999 school year. Round to the nearest dollar. (3)
a. BOOKS (count all copies)	0149	0150	0151 $ .00
b. VIDEO MATERIALS (tape, DVD or laser disc titles. Do not report duplicates)	0152	0153	0154 $ .00
c. CD-ROM TITLES (Do not report duplicates)	0155	0156	0157 $ .00
d. CURRENT PRINT OR MICROFORM PERIODICAL SUBSCRIPTIONS (Do not report duplicates)	0158	0159	0160 $ .00
e. ELECTRONIC SUBSCRIPTIONS	0161	0162	0163 $ .00

22. During the 1998-1999 school year, what was the TOTAL expenditure for the types of materials listed above (in item 21) for this library media center?

Include all expenditures for these materials, even if you are unable to provide expenditures for specific items in item 21.

This total may be greater than the sum of expenditures reported in column (3) of item 21.

0164 0 ☐ None or $ .00

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23. What is the copyright date of this library media center's most recent...

Report the four-digit year.

0165 **a. General knowledge encyclopedia?** [ ][ ][ ][ ] **or** 0166 0 ☐ None available

0167 **b. World atlas?** [ ][ ][ ][ ] **or** 0168 0 ☐ None available

24. For each of the following Dewey decimal numbers or categories, how many volumes were purchased for this library media center during the 1998-1999 school year?

Do NOT include classroom collections unless they are administered by the library media center.

Dewey Decimal Number/Category		Volumes purchased during the 1998–1999 school year
616/Medicine and health	0169	[ ][ ][ ][ ]
629.4/Space	0170	[ ][ ][ ][ ]
320/Government	0171	[ ][ ][ ][ ]
914/European geography and travel	0172	[ ][ ][ ][ ]

25. During the 1998-1999 school year how many volumes did this library media center purchase for its PROFESSIONAL COLLECTION FOR TEACHERS (e.g., curriculum development, instructional practice, educational psychology)?

Do not include classroom collections unless they are administered by the library media center.

0173 [ ][ ][ ][ ] Volumes purchased during 1998–1999 school year

26. During the 1998-1999 school year, what was the total expenditure for computer hardware, other than communications equipment, for this library media center?

Include expenditures for purchase, rental, and/or lease.

Report the amount in whole dollars.

0174 0 ☐ None or $ [ ][ ][ ][ ][ ][ ][ ] **.00**

27. During the 1998-1999 school year, what was the total expenditure for other audio-visual equipment for this library media center?

Include expenditures for purchase, rental, repair, and/or lease.

0175 0 ☐ None or $ [ ][ ][ ][ ][ ][ ][ ] **.00**

V

Scheduling and Transactions – We are interested in learning about the use of this library media center. The questions in this section ask about scheduling for use by students and teachers.

28a. Which of the following best describes the type of scheduling for classes in the library media center?

Mark (X) only one box.

0176 1 ☐ All classes flexibly scheduled –classes, small groups, and individuals are scheduled for varying time periods appropriate to need → *GO to item 29 on page 13.*

2 ☐ All classes regularly scheduled (previously specified times)

3 ☐ Some classes regularly scheduled, other classes flexibly scheduled

b. How frequent are the scheduled periods?

Mark (X) only one box.

0177 1 ☐ Weekly

2 ☐ Once every 2 weeks

3 ☐ Varies by grade level

29. Who makes library media center scheduling decisions?

Mark (X) all that apply.

0178 1 ☐ Principal

0179 1 ☐ Library media center staff

0180 1 ☐ Site-based management team

0181 1 ☐ Union (through contract negotiations)

0183 1 ☐ Library media center staff collaborating with classroom teachers.

YOUR COMMENTS

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30a. When may students use the library media center independently?

0184 1 ☐ During scheduled periods/set times

2 ☐ Anytime → If "anytime," *go to item 31.*

3 ☐ Never – Students are not allowed to use independently → If "never," *go to item 31.*

b. What are the scheduled periods/set times?

Mark (X) all that apply.

0185 1 ☐ Before or after school

0186 1 ☐ During lunch break

0187 1 ☐ During set times throughout the day

0188 1 ☐ Between classes or during recess

31. During the most recent full week of school, how many times was this library media center used by the following kinds of school groups?

a. Groups of 2 or more classes at the same time

0189 0 ☐ None or ☐☐ Times per week

b. One class only

0190 0 ☐ None or ☐☐ Times per week

c. Small groups (less than a full class)

0191 0 ☐ None or ☐☐ Times per week

32. Is the library media center scheduled to provide teacher release or preparation time?

0192 1 ☐ Yes

2 ☐ No

33. During the most recent full week of school, how many times was the library media center space used by groups for non-library related activities?

0193 0 ☐ None or ☐☐ Times per week

34. During the most recent full week of school, how many students used the library media center?

Provide your best estimate of students coming through your doors, individually and in groups.

0194 ☐☐☐☐ Students per week

35. During the most recent full week of school, what was the total number of books and other materials checked out from the library media center?

Include items checked out by all persons.

0195 [ ][ ][ ][ ][ ] Total

36a. What is the maximum number of books that a student may take out of the library media center at a time?

Mark (X) only one box.

0196
1 ☐ May not borrow
2 ☐ 1–2 books
3 ☐ 3–5 books
4 ☐ 6 or more books
5 ☐ Varies by grade level

b. Which of the following may students take out of the library media center?

Mark (X) all that apply.

0197 1 ☐ Reference material
0198 1 ☐ Periodicals
0199 1 ☐ AV materials
0200 1 ☐ AV equipment
0201 1 ☐ Computer software (includes CD-ROM)
0202 1 ☐ Computer hardware
0203 1 ☐ None of the above

37. Are the following persons allowed to check out materials?

a. Prekindergarten students

0204
1 ☐ Yes
2 ☐ No
0 ☐ No prekindergarten students at this school

b. Kindergarten students

0205
1 ☐ Yes
2 ☐ No
0 ☐ No kindergarten students at this school

c. Parents

0206
1 ☐ Yes
2 ☐ No

VI

Collaboration and Policy – Often library media center staff collaborate with classroom teachers to help them plan and deliver instruction. We are also interested in learning about certain policies this library media center may have in place.

38a. Are you a library media specialist or school librarian?

0207
1 ☐ Yes
2 ☐ No → If "No," *go to item 39.*

b. Were you working in this school library last school year (1998-1999)?

0208
1 ☐ Yes
2 ☐ No → If "No," *go to item 39.*

c. During the 1998-1999 school year, how frequently did you work with most classroom teachers to plan and deliver instruction in each of the following curricular areas?

Type of instruction		Frequency *Mark(X) one box on each line.*					
		Weekly	Monthly	Quarterly	Annually	Never	Not applicable
(1) Arts and humanities	0209	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(2) English	0210	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(3) Foreign language	0211	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(4) Health/Physical education	0212	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(5) Math	0213	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(6) Reading/Language arts	0214	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(7) Science	0215	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(8) Social studies	0216	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(9) Vocational/ Technical education	0217	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

39. Does this school have a library policy and procedures manual?

0221
1 ☐ Yes
2 ☐ No

40. Please indicate how much time it took you to complete this form, not counting interruptions.

Please record the time in minutes, e.g., 50 minutes, 65 minutes, etc.

0222 ☐☐☐☐ Minutes

Thank you very much for your participation in this survey.

Please return this survey in the enclosed envelope. If you do not have the return envelope, call 1-800-221-1204, or mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 E. 10th Street
Jeffersonville, IN 47132-0001

Find out more about the Schools and Staffing Survey (SASS) and information about school library media centers that was collected last survey. See SASS on the World Wide Web at:

http://nces.ed.gov/surveys/sass

Look for the report "School Library Media Centers: 1993-1994" under Publications (NCES 98-282).

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES's Web site at:

http://nces.ed.gov

For additional data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

http://www.fedstats.gov

FORM LS-1C (7-27-99)

NOTICE - This report is authorized by law (20 U.S. Code 1221e-1). OMB No. 1850-0641: Approval Expires 07/31/2002

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

Conducted by:
U.S. DEPARTMENT OF COMMERCE
U.S. CENSUS BUREAU

PRIVATE SCHOOL SURVEY

1999-2000 SCHOOL YEAR

PLEASE NOTE:

The 1999-2000 Private School Survey is intended to include all private -

▶ **SCHOOLS that teach ANY of the following -**

- **Any** of grades 1 - 12
- Ungraded students between 5 and 18 years old
- Kindergarten - traditional year of school primarily for 5-year-olds prior to first grade
- Transitional (or readiness) kindergarten - extra year of school for kindergarten-age children who are judged not ready for kindergarten
- Transitional first (or prefirst) grade - extra year of school for children who have attended kindergarten but have been judged not ready for first grade

▶ **EARLY CHILDHOOD PROGRAMS AND DAY CARE CENTERS that have ANY of the following -**

- Kindergarten
- Transitional (or readiness) kindergarten
- Transitional first (or prefirst) grade

For example:

An early childhood center that has a nursery school, a prekindergarten program, and a kindergarten would be eligible for this survey, since it includes a kindergarten.

An early childhood center that has a nursery school and a prekindergarten program ONLY would NOT be eligible for this survey, since it does not include a kindergarten. You would mark the appropriate box in item 2.

FORM **PSS-1**
(9-9-99)

PLEASE CONTINUE WITH ITEM 1 ON PAGE 3.

DEAR ADMINISTRATOR:

We are requesting your critical help in an important national data collection that is very valuable to private schools across the country.

WHO IS CONDUCTING THIS SURVEY?

The National Center for Education Statistics (NCES) of the U.S. Department of Education requests your participation in the 1999-2000 Private School Survey. The U.S. Census Bureau is conducting the survey for NCES by the authority of Sections 406(b) and (c) of the General Education Provisions Act, as amended (20 USC 1221e-1).

WHY IS NCES SPONSORING THIS SURVEY?

The purpose of this data collection effort is to obtain current information about private schools, such as type of school, length of school year, number of students and teachers, and number of high school graduates, if any. We will use the data to produce statistical summaries about the providers of private education in the United States.

WHO SHOULD PARTICIPATE IN THIS SURVEY?

The 1999-2000 Private School Survey includes all private schools and early childhood programs that provide educational instruction to students in kindergarten or *any* of grades 1-12.

WHY SHOULD YOUR SCHOOL PARTICIPATE IN THIS SURVEY?

Private schools are a significant segment of the nation's educational system. Results from previous surveys show that approximately 24 percent of all elementary and secondary schools in the United States are private; these schools enroll approximately 10 percent of the nation's children and employ 12 percent of the nation's teachers. The National Center for Education Statistics has instituted this survey in recognition of the importance of private education in the United States.

While there is no penalty for not responding, a high response rate is very important to the success of the survey. We encourage you to participate in this voluntary survey.

WHERE SHOULD YOU MAIL YOUR COMPLETED QUESTIONNAIRE?

Please return your completed questionnaire using the enclosed envelope. If you do not have the return envelope, mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

THANK YOU FOR YOUR COOPERATION IN THIS VERY IMPORTANT EFFORT.

SINCERELY,

Gary W. Phillips

GARY W. PHILLIPS
ACTING COMMISSIONER OF EDUCATION STATISTICS

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0641. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns about the contents of this questionnaire, write directly to: Private School Survey, National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

FORM PSS-1 (9-9-99)

600

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1. Please print your name, title, and work telephone number in case we have questions about any of your responses.

YOUR NAME

050 _____

TITLE

051 _____

AREA CODE: TELEPHONE NUMBER:

062 [ ][ ][ ] – [ ][ ][ ] – [ ][ ][ ][ ]

For questions regarding this survey, please call the Census Bureau at 1-800-221-1204, Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern time).

2a. Is the institution or organization named on the front of this questionnaire a school?

105 1 ☐ Yes
2 ☐ No – *Please explain* → 106 _____ → *GO to item 3.*

b. Is the school named on the front of this questionnaire a private school?
(For this survey, all elementary or secondary schools that are privately funded are considered private schools, e.g., Roman Catholic schools, Hebrew day schools, Lutheran schools, private boarding schools, nonsectarian private schools, etc.)

130 1 ☐ Yes
2 ☐ No – *Please describe the type of school (e.g., public school, Bureau of Indian Affairs school, state school, charter school, etc.)*

131 _____ → *GO to item 3.*

c. Is the school named on the front of this questionnaire still in operation?

100 1 ☐ Yes
2 ☐ No – *Please record the date when the school closed.*

101 [ ][ ] [ ][ ] [ ][ ][ ][ ] → *GO to item 3.*
Month Day Year

d. Does this school teach any students in ANY of grades K to 12, or comparable ungraded levels?

115 1 ☐ Yes
2 ☐ No – *Please record the grade level(s) taught in this school (e.g., nursery and prekindergarten, adult education, postsecondary).*

116 _____

3. If you marked "No" for any of items 2a–d, do not complete this questionnaire. Please return it in the enclosed envelope. If you do not have the return envelope, mail your questionnaire to:

U.S. Census Bureau
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

If you marked "Yes" for all of items 2a-d above, continue with item 4.

4. At the end of this questionnaire, you are asked to record the amount of time required to complete this form. To help you with this, please record the time you begin.

[ ][ ] : [ ][ ]

INSTRUCTIONS

We suggest using a pencil or ball point pen to answer this questionnaire.

If you have any questions, please call the Census Bureau at 1-800-221-1204, Monday through Friday, between 8:30 a.m. and 5:00 p.m. (Eastern time).

5. How many students were enrolled in each of the following grade levels around the first of October?

- *Report only for the school named on the front of this questionnaire.*
- *Do NOT include postsecondary or adult education students, or children who are enrolled only in day care at this school/program.*
- *Mark the box for each grade level in which students are enrolled, and enter the number enrolled to the right.*

Grade levels	Grades with students enrolled around October 1, 1999	Enrollment around October 1, 1999
a. Ungraded (including ungraded special education students)	135 1 ☐	140
b. Nursery and prekindergarten	145 1 ☐	150
c. Kindergarten *(traditional year of school primarily for 5-year-olds prior to first grade)*	155 1 ☐	160
d. Transitional (or readiness) kindergarten *(extra year of school for kindergarten-age children who are judged not ready for kindergarten)*	165 1 ☐	170
e. Transitional first (or prefirst) grade *(extra year of school for children who have attended kindergarten but have been judged not ready for first grade)*	175 1 ☐	180

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5. Continued –

How many students were enrolled in each of the following grade levels around the first of October?

Grade levels	Grades with students enrolled around October 1, 1999	Enrollment around October 1, 1999
f. 1st	185 1 ☐	190
g. 2nd	195 1 ☐	200
h. 3rd	205 1 ☐	210
i. 4th	215 1 ☐	220
j. 5th	225 1 ☐	230
k. 6th	235 1 ☐	240
l. 7th	245 1 ☐	250
m. 8th	255 1 ☐	260
n. 9th	265 1 ☐	270
o. 10th	275 1 ☐	280
p. 11th	285 1 ☐	290
q. 12th	295 1 ☐	300
6. What was the total number of students enrolled in this school/program around the first of October? *Please sum lines 5(a) through 5(q).*		305 Students

INSTRUCTIONS FOR ITEM 7

- ***Do not*** *include nursery, prekindergarten, postsecondary, or adult education students, or children who are enrolled only in day care at this school/program.*

7. Around the first of October, how many students were:

a. Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin)?

320 [ ][ ][ ][ ] Students

o ☐ None

b. White, not of Hispanic origin?

330 [ ][ ][ ][ ] Students

o ☐ None

c. Black, not of Hispanic origin?

325 [ ][ ][ ][ ] Students

o ☐ None

d. American Indian or Alaska Native (Aleut, Alaska Indian, Yupik, Inupiat)?

310 [ ][ ][ ][ ] Students

o ☐ None

e. Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)?

315 [ ][ ][ ][ ] Students

o ☐ None

8a. Is this school coeducational?

335
1 ☐ Yes
2 ☐ No, it is an all-female school
3 ☐ No, it is an all-male school

→ *GO to item 9a on page 7.*

b. How many MALE students attended this school around the first of October?

Do NOT include nursery, prekindergarten, postsecondary, or adult education students.

340 [ ][ ][ ][ ] Male students

o ☐ None

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9a. Last school year (1998–1999), were any students enrolled in 12th grade?

345 1 ☐ Yes

2 ☐ No → *GO to item 10a below.*

b. How many students were enrolled in 12th grade around October 1, 1998?

350 ☐☐☐☐ 12th graders

c. How many students graduated from the 12th grade last year?

Include 1999 summer graduates. Do not include students who received only vocational certificates, certificates of attendance, or certificates of completion.

355 ☐☐☐☐ Graduates

0 ☐ None → *GO to item 10a below.*

d. Of those who graduated last year, what percentage went to:

360 ☐☐☐ % **Four-year colleges?**

361 ☐☐☐ % **Two-year colleges?**

362 ☐☐☐ % **Technical or other specialized schools?**

10a. How long is the school day for a kindergarten, transitional kindergarten, or transitional first grade student?

Mark (X) only one box.

365 0 ☐ School does not offer kindergarten, transitional kindergarten, or transitional first grade → *GO to instructions for item 11 at top of page 8.*

1 ☐ Full day (4 hours or more per day)

2 ☐ Half day (less than 4 hours per day)

3 ☐ Both offered

b. How many days per week does a kindergarten, transitional kindergarten, or transitional first grade student attend?

If the number of days per week varies (e.g., some students attend 3 days per week and some attend 5 days per week), record the most days that a student would attend in a week.

370 ☐ Days per week

INSTRUCTIONS AND AN EXAMPLE FOR ITEM 11

In item 11, we ask for the number of teachers for grades K – 12 by the amount of time they teach at THIS school.

Example:

The following is an example to illustrate how to report teachers in this item for a school/program that includes prekindergarten through grade 8.

If this school/program has eight full-time teachers for grades 1- 8, one full-time teacher who teaches kindergarten 1/2 time and prekindergarten 1/2 time, a music teacher who teaches two days each week, a physical education teacher who teaches three days each week, and a teaching principal who teaches one 30-minute class each day, you would complete item 11 as follows:

8	Full-time teachers

o ☐ None

	Teach at least ¾ time but less than full time

o ☒ None

2	Teach at least ½ time but less than ¾ time

This number includes the one full-time teacher who teaches kindergarten ½ time and prekindergarten ½ time. The time he/she spends teaching prekindergarten is not counted in item 11.

This number also includes the physical education teacher who teaches three days a week.

o ☐ None

1	Teach at least ¼ time but less than ½ time

This includes the music teacher who teaches two days a week.

o ☐ None

1	Teach less than ¼ time

This includes the principal who teaches one 30-minute class each day. The time he/she spends working as a principal is not included in item 11.

o ☐ None

12	**TOTAL TEACHERS**

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606

11. Around October 1, 1999, how many persons were teaching in grades K–12 and/or COMPARABLE ungraded levels at this school/program in the following time categories?

- *Consider only the amount of time an individual works as a teacher during a typical week at THIS school/program.*
- *INCLUDE:*
  - Regular classroom teachers;
  - Teachers who teach subjects such as music, art, physical education, and special education;
  - Teaching principals/administrators who teach a regularly scheduled class at this school.
- *Do NOT include:*
  - Teachers who teach ONLY nursery, prekindergarten, postsecondary, or adult education;
  - Student teachers, teacher aides, day care aides, or short-term substitute teachers;
  - Counselors, library media specialists/librarians, speech therapists, social workers, or administrators UNLESS they also teach a regularly scheduled class at THIS school/program.

385 [ ][ ][ ] Full-time teachers

o ☐ None

390 [ ][ ][ ] Teach at least ¾ time but less than full time

o ☐ None

395 [ ][ ][ ] Teach at least ½ time but less than ¾ time

o ☐ None

400 [ ][ ][ ] Teach at least ¼ time but less than ½ time

o ☐ None

405 [ ][ ][ ] Teach less than ¼ time

o ☐ None

410 [ ][ ][ ] **TOTAL TEACHERS**

12a. What type of school/program is this?

Mark (X) only one box.

415

1 ☐ REGULAR elementary or secondary (e.g., a K – 12 school, a K – 8 school, a 7 – 12 school, a 9 – 12 school, a 1 – 8 school, etc.)

2 ☐ MONTESSORI

3 ☐ Elementary or secondary with a SPECIAL PROGRAM EMPHASIS – e.g., science/math school, performing arts high school, foreign language immersion school, talented/gifted school, etc.

4 ☐ SPECIAL EDUCATION – primarily serves students with disabilities.

5 ☐ VOCATIONAL/TECHNICAL – primarily serves students being trained for occupations.

6 ☐ ALTERNATIVE – offers a curriculum designed to provide alternative or nontraditional education; does not specifically fall into the categories of regular, special education, or vocational school – *Please describe* ↙

416 _____

7 ☐ EARLY CHILDHOOD PROGRAM/DAY CARE CENTER (e.g., kindergarten only, prekindergarten and kindergarten only, kindergarten and transitional first grade only, day care and transitional kindergarten only, etc.)

b. Is a major role of this school/program to support home schooling?

420

1 ☐ Yes

2 ☐ No

13. Is this school/program located in a private home that is used primarily as a family residence?

425

1 ☐ Yes

2 ☐ No

14a. Does this school/program have a religious orientation or purpose?

430
1 ☐ Yes
2 ☐ No → GO to item 15 on page 12.

b. Is this school/program affiliated with a religious organization or institution?

435
1 ☐ Yes
2 ☐ No

c. What is this school's/program's religious orientation or affiliation?

440
1 ☐ Roman Catholic → 445
1 ☐ Parochial (or inter-parochial)
2 ☐ Diocesan
3 ☐ Private

2 ☐ African Methodist Episcopal
3 ☐ Amish
4 ☐ Assembly of God
5 ☐ Baptist
6 ☐ Brethren
7 ☐ Calvinist
8 ☐ Christian (no specific denomination)
9 ☐ Church of Christ
10 ☐ Church of God
11 ☐ Church of God in Christ
12 ☐ Disciples of Christ
13 ☐ Episcopal
14 ☐ Friends
15 ☐ Greek Orthodox
16 ☐ Islamic
17 ☐ Jewish
18 ☐ Latter Day Saints
19 ☐ Lutheran Church -- Missouri Synod
20 ☐ Evangelical Lutheran Church in America (formerly AELC, ALC, or LCA)
21 ☐ Wisconsin Evangelical Lutheran Synod
22 ☐ Other Lutheran
23 ☐ Mennonite
24 ☐ Methodist
25 ☐ Pentecostal
26 ☐ Presbyterian
27 ☐ Seventh-Day Adventist
28 ☐ Other -*Specify*

441 _____

15. To which of the following associations or organizations does this school/program belong?

Mark (X) all that apply.

450 0 ☐ This school/program does NOT belong to ANY associations or organizations.

RELIGIOUS

455 1 ☐ Accelerated Christian Education (ACE) (or School of Tomorrow)

460 2 ☐ American Association of Christian Schools (AACS)

465 3 ☐ Association of Christian Schools International (ACSI)

467 4 ☐ Association of Christian Teachers and Schools (ACTS)

470 5 ☐ Christian Schools International (CSI)

475 6 ☐ Council of Islamic Schools in North America (CISNA)

480 7 ☐ Evangelical Lutheran Education Association (ELEA)

485 8 ☐ Friends Council on Education (FCE)

490 9 ☐ General Conference of the Seventh-Day Adventist Church (GCSDAC)

495 10 ☐ Jesuit Secondary Education Association (JSEA)

500 11 ☐ National Association of Episcopal Schools (NAES)

505 12 ☐ National Catholic Educational Association (NCEA)

510 13 ☐ National Christian School Association (NCSA)

515 14 ☐ National Society of Hebrew Day Schools (NSHDS)

520 15 ☐ Oral Roberts University Educational Fellowship (ORUEF)

525 16 ☐ Solomon Schechter Day Schools (SSDS)

530 17 ☐ Southern Baptist Association of Christian Schools (SBACS)

535 18 ☐ Other religious school association(s) – *Specify*

536 _____

15. Continued –

To which of the following associations or organizations does this school/program belong?

Mark (X) all that apply.

SPECIAL EMPHASIS

540 19 ☐ American Montessori Society (AMS)

545 20 ☐ Other Montessori association(s)

550 21 ☐ Association of Military Colleges and Schools (AMCS)

555 22 ☐ Association of Waldorf Schools of North America (AWSNA)

560 23 ☐ Bilingual School Association (BSA)

565 24 ☐ Council of Bilingual Education (CBE)

570 25 ☐ Council for Exceptional Children (CEC)

575 26 ☐ National Association of Private Schools for Exceptional Children (NAPSEC)

580 27 ☐ Other association(s) for exceptional children

585 28 ☐ European Council for International Schools (ECIS)

590 29 ☐ National Association for the Education of Young Children (NAEYC)

595 30 ☐ National Association of Bilingual Education (NABE)

600 31 ☐ National Association of Laboratory Schools (NALS)

602 32 ☐ National Coalition of Girls' Schools (NCGS)

605 33 ☐ Other special emphasis association(s) – *Specify*

606 _____

OTHER SCHOOL ASSOCIATIONS OR ORGANIZATIONS

610 34 ☐ Alternative School Network (ASN)

615 35 ☐ Institute for Independent Education (IIE)

620 36 ☐ National Association of Independent Schools (NAIS)

622 37 ☐ State or regional independent school association

625 38 ☐ National Coalition of Alternative Community Schools (NCACS)

630 39 ☐ National Independent Private School Association (NIPSA)

635 40 ☐ The Association of Boarding Schools (TABS)

640 41 ☐ Other school association(s) – *Specify*

641 _____

16. How many days are in the school year for students in this school/program?

645 [ ][ ][ ] Days per year

17. How long is the school day for students in this school/program?

- *Report BOTH hours and minutes, e.g., "5" hours and "45" minutes, "6" hours and "0" minutes, etc. If the length of day varies by grade level, record the longest day. Include the time for lunch and recess.*

650 [ ][ ] Hours

AND

655 [ ][ ] Minutes

18. Does this school have a library or library media center?

A library media center is an organized collection of printed and/or audiovisual and/or computer resources which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers, and administrators.

A library media center may be called a library, media center, resource center, information center, instructional materials center, learning resource center, or some other name.

660 1 ☐ Yes
2 ☐ No

19. Not counting interruptions, how many minutes did it take to complete this questionnaire?

665 [ ][ ][ ] Minutes

20. Please record the date you completed this form.

670 [ ][ ] Month [ ][ ] Day [ ][ ][ ][ ] Year

21. Please verify this school's/program's name and mailing address that are printed on the front of this questionnaire.

If any part of the name and mailing address is incorrect, enter the correction(s), as necessary, in the appropriate space(s) below.

School/program name

700 _____

Mailing address

701 _____

City | State | ZIP Code

702 _____ 703 _____ 704 _____

THANK YOU FOR PARTICIPATING IN THIS IMPORTANT SURVEY.
YOUR TIME AND EFFORT ARE APPRECIATED.

PLEASE RETURN THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE.
IF YOU DO NOT HAVE THE RETURN ENVELOPE, MAIL YOUR QUESTIONNAIRE TO:

U.S. Census Bureau
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

NOTES

FORM PSS 1 (3-9-99)

613

Find out more about the Private School Survey (PSS) and information about private schools that was collected in the last survey. See PSS on the World Wide Web at:

http://nces.ed.gov/surveys/pss

Look for the report "Private School Universe Survey, 1997-98" (NCES 1999-319).

Additional data collected by the National Center for Education Statistics (NCES) on a variety of topics in elementary, secondary, postsecondary, and international education are available from NCES's Web site at:

http://nces.ed.gov

For additional data collected by various Federal agencies, including the Department of Education, visit the FedStats site at:

http://www.fedstats.gov